

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:	<p>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:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">JUL 13 PM 3:01</div>
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov ; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Spring Branch ISD	101-920	Treasure Forest Elementary	
Vendor ID #	ESC Region #	DUNS #	
746001379	IV	073901662	
Mailing address	City	State	ZIP Code
955 Campbell Road	Houston	TX	77024

Primary Contact

First name	M.I.	Last name	Title
Julie		Hodson	Grants Director
Telephone #	Email address		FAX #
713.251.2274	Julie.hodson@springbranchisd.com		713.251.2274

Secondary Contact

First name	M.I.	Last name	Title
Celeste		Barretto	Principal
Telephone #	Email address		FAX #
713.251.7400	Celeste.barretto@springbranchisd.com		713.251.7415

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
Scott		Muri	Superintendent of Schools
Telephone #	Email address		FAX #
713.464.1511	Scott.muri@springbranchisd.com		713.251.2215
Signature (blue ink preferred)		Date signed	



Only the legally responsible party may sign this application.

701-17-101-042

Schedule #1—General Information

County-district number or vendor ID: 101-920

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<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"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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On this date:

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-920

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
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	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: 101-920

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: 101-920

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 **district's vision for improving its low-performing schools** is to have its Research and Design (R & D) team form campus core design teams that the R & D team will guide through a human-centered design thinking process. This will take place during the school's year long planning phase prior to implementation. The design process has the following five phases: Empathy, Define, Ideate, Prototype, and Test. We will engage in empathy interviews with our community's stakeholders to pinpoint the root causes of persistent problems affecting students' academic achievement. Because we aim to personalize the educational experience for every student at Treasure Forest Elementary, we will develop programming that can meet the needs of each of the approximately 600 students who attend our school. For this reason, the R & D Team have constructed a School Readiness for Redesign Rubric that articulates the target for the following ten criteria areas that schools must have in place for building and sustaining school redesign: 1- Leadership capacity-building, 2-Change Leadership, 3-Conviction/Courage, 4-Personal Capacity, 5-Highly effective teaching, 6-Technology, 7-Professional Learning Communities (PLCs) in place, 8-Data Wise integration, 9-Involvement in IDEO/Teachers Guild, Library Refresh Design Thinking, Vanguard Teachers Cohorts, Personalized Learning Design Challenge Grants and 10-School's Strategic Plan and/or Campus Improvement Plan. It is the Community Superintendent's role to analyze where the school currently falls in each criteria area on the rubric and to move low-performing campuses along this continuum as quickly as possible. To do this, they coach and support principals, remove redundancies and governance obstacles and provide instructional leadership support. R & D Associate Superintendent and team oversee and preserve the integrity and autonomy of all innovation and school redesign efforts. The R & D Team selected the **turnaround redesign model** for improving its low-performing schools based on the promises made to the Spring Branch community during the district's strategic planning process that we would work "with" each neighborhood school's community to create new models of personalization that meet their unique school community needs. R&D selected a **phase-in implementation plan** for school redesign so that innovations can be prototyped, tested, improvements iterated and re-tested quickly prior to scaling them after a careful and extensive **planning period**. We will use our **District of Innovation status as our operational flexibility plan**. To date, our Board has enacted the following, with others related to instructional time under review: TEC 12A.007 Amendment, Rescission, or Renewal of Local Innovation Plan, TEC 25.082(a) Length of School Day, TEC 25.0811(a) First Day of Instruction. We plan to go out for bid to identify a school redesign partner or partners who can meet the unique needs of Treasure Forest Elementary School based on their **expertise and ability to do the following**:

1. **Work in Increasing the number of teachers involved in human-centered design thinking.**
2. **Provide opportunities for teachers to organically integrate the use of technology for students to consume and create content.**
3. **Develop and strengthen the practice of Professional Learning Communities (PLCs).**
4. **Engage school staff in developing and putting into a practice a strategic plan for improvement.**

Our **anticipated student population is 577 in Kindergarten through fifth graders.**

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101-920

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 R & D Team will assist with helping us to create a **core design team** reflective of the community that functions separately and apart from the current campus improvement team. Our principal Celeste Barretto is new to Treasure Forest Elementary (TFE) this year. She successfully developed a **school leadership team** that got KIPP Dream Prep out of IR status. TFE's external provider(s) will continue to support the growth of her leadership team's ability to regularly demonstrate boldness that aligns with clear, strategic purpose. The external provider(s) will encourage and support TFE's core design team as they become willing to regularly demonstrate the willingness to "unlearn" previous ways of thinking and doing, and become comfortable with taking risks and learning from failures. The **school education plan** includes developing a critical mass of teachers at every grade level who are exemplary instructional leaders, with consistently highly effective teaching skills, including the productive use of intervention times. It also includes developing groups of teachers who consistently provide opportunities and choice for students to collaborate, create and produce digitally. The **school culture plan** is developing a learning innovation culture in which Professional Learning Communities show consistent evidence of functioning at the highest level, using *Data Wise* processes to consistently make decisions individually and in teams. We also plan to have as many teachers as possible actively participating in innovative experiences. Our **school talent plan** is for our principal to build her capacity at TFE by ensuring there are mechanisms in place for staff members (i.e. other administrators, team leaders, department chairs and teachers) to receive appropriate leadership opportunities for their role and responsibility. Another **critical feature of our school redesign** is that we will develop the capacity to incorporate innovative practices that infuse various forms of technology, including mobile devices, to transform teaching, learning and assessment practices and most to all required information, e.g. addresses each curriculum area, phases of implementation, and how digital citizenship skills will be developed). The School Redesign plan at Treasure Forest Elementary will include the bold commitment to drastically improve academic achievement and school climate for all students. The student population of TFE includes a high percentage of economically disadvantaged students with limited experiences and vocabulary. This high poverty context has provided challenges to high academic achievement and a positive school climate. As for our **clearly defined campus performance goals**: After extensive work identifying what we believe as a district-wide community are the most critical measures that must be in place to drive short and long-term performance, we are now in the process of designing and launching district and campus goals that align with those measures. By the start of the 2017-2018 school year after mining our final 2016-2017 data, the R&D Team will set specific targets both for the district and every campus in each of these areas: 1. **Achievement**: Postsecondary readiness of students, as measured by the Postsecondary Readiness cut scores on STAAR, MAP, PSAT, ACT, and SAT; 2. **Equity and gap-closing**: Postsecondary readiness gap-closing for achievement gaps between numerous populations of students including Economically Disadvantaged (ED) and non-ED, English Learner (EL) and non-EL; SPED and non-SPED, African American, Asian, Hispanic and White; 3. **Student Growth**: The number and percentage of students meeting or exceeding growth targets in K-8 on the MAP assessment 4. **School Connectedness**: The number and percentage of students who believe the adults and their peers care about them as people and as learners.

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 101-920				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	\$104,820	\$369,066	\$0	\$473,886
Schedule #8	Professional and Contracted Services (6200)	6200	\$213,000	\$355,301	\$0	\$568,301
Schedule #9	Supplies and Materials (6300)	6300	\$150,000	\$202,000	\$0	\$352,000
Schedule #10	Other Operating Costs (6400)	6400	\$30,400	\$28,000	\$0	\$58,400
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0	\$0
	Consolidate Administrative Funds				<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$498,220	\$954,367	\$0	\$1,452,587
Percentage% indirect costs (see note):6.466%			N/A	\$0	\$47,413	\$47,413
Grand total of budgeted costs (add all entries in each column):			\$498,220	\$954,367	\$47,413	\$1,500,000

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

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

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Schedule #7—Payroll Costs (6100)						
County-district number or vendor ID: 101-920				Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Cost	Implementation Cost	Total Budgeted Cost
Academic/Instructional						
1	Teacher			\$	\$	\$
2	Educational aide			\$	\$	\$
3	Tutor			\$	\$	\$
Program Management and Administration						
4	Project director (i.e. Program Facilitator)	1		\$56,250	\$75,000	\$131,250
5	Project coordinator			\$	\$	\$
6	Teacher facilitator	1		\$0	\$66,000	\$66,000
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	Intervention Specialist	1		\$	\$65,000	\$65,000
22	Budget & Data Specialist	1		\$28,500	\$38,000	\$66,500
23	Title			\$	\$	\$0
24	Subtotal employee costs:			\$84,750	\$244,000	\$328,750
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay		\$1,400	\$4,000	\$5,400
26	6119	Professional staff extra-duty pay		\$0	\$57,100	\$57,100
27	6121	Support staff extra-duty pay		\$1,000	\$6,000	\$7,000
28	6140	Employee benefits		\$17,670	\$57,966	\$75,637
29	61XX	Tuition remission (IHEs only)		\$0	\$0	\$0
30	Subtotal substitute, extra-duty, benefits costs			\$20,070	\$125,066	\$145,137
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$104,820	\$369,066	\$473,887

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: 101-920			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	Redesign Partner(s) to help build leadership capacity to manage systemic change	\$100,000	\$100,000	\$200,000
2	Professional Development for Teachers to improve instruction in all content areas through personalization such as for Professional Learning Communities/Instructional Coaching and Support	\$113,000	\$250,000	\$363,000
3		\$	\$	\$
4		\$	\$	\$
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
b. Subtotal of professional and contracted services:		\$213,000	\$350,000	\$563,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0	\$5,301	\$5,301
(Sum of lines a, b, and c) Grand total		\$213,000	\$355,301	\$568,301

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: 101-920			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:		\$150,000	\$202,000	\$352,000
Grand total:			\$150,000	\$202,000	\$352,000

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

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Schedule #10—Other Operating Costs (6400)				
County-District Number or Vendor ID: 101-920		Amendment number (for amendments only):		
Expense Item Description		Planning Cost	Implementation Cost	Total Budgeted Cost
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$25,000	\$	\$25,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$	\$	\$
6413	Stipends for non-employees other than those included in 6419	\$	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$25,000	\$	\$25,000
Remaining 6400—Other operating costs that do not require specific approval:		\$5,400	\$28,000	\$33,400
Grand total:		\$30,400	\$28,000	\$58,400

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

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

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

County-district number or vendor ID: 101-920

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	542	93.9%	
Limited English proficient (LEP)	488	84.6%	
Disciplinary placements	0	0%	Based on 2014-2015 school year
Attendance rate	NA	96.4%	
Annual dropout rate (Gr 9-12)	NA	NA%	

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

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

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
	89	101	106	111	97	73								577

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101-920

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 **district and community context** is that our CIT fulfilled its role and conducted a needs assessment and created a campus improvement plan. Results are below. Next year, we will be going through the human centered design thinking process to identify needs in a different way.

We recently conducted a comprehensive needs assessment as a first step in the creation of our campus improvement plan. The needs assessment process included analysis of the following data: improvement planning data, student achievement data (including campus achievement data (STAAR, TELPAS, DRA), campus attendance, culture and climate survey data, PEIMS data, Campus Improvement Team (CIT) data, and group and individual stakeholder experiences (via individual and group interviews of school leadership, faculty and staff, students, families). Following the collection and synthesis of these data, we identified these four areas as in need of improvement: 1) Support for second-language acquisition (bilingualism, bi-literacy), 2) Core subject academic performance (RLA, mathematics, science), 3) School culture and climate, and 4) Teacher turnover and quality.

Priority 1 is strategic, intentional support for English Language Learners (ELLs) *and a quality dual-language program that results in bilingualism and biliteracy for our Spanish-speaking ELLs*. The student population at TFE consists of 87% English Language Learners and 79% economically disadvantaged. This high percentage of students from high poverty and the high percentage of second language learners emphasize the need for intense intervention and language support to increase academic achievement.

Priority 2 is a focus on core subject student achievement in reading/language arts (RLA), mathematics, and science. While TFE has shown significant academic growth on STAAR over the last two years, there is still significant growth to be made on all performance measures. 2017 STAAR results showed only math breaking a 50% approaching standard rate, at 51% of students approaching standard in mathematics. This is a 12% increase from 2016 in math, still leaving 49% of TFE students not approaching standard. Only 17% of TFE students met grade level mastery on the STAAR math in 2017, 18% in reading, and 14% in each science and writing in 2017. There is a clear need to continue intensive, rapid improvement in baseline, tier 1 instruction with high quality, personalized instruction in all core subjects at TFE.

Priority 3 is school culture and climate. The school culture and climate survey indicated the campus scored slightly below average, compared with the rest of the district, in the area of school climate, specifically "control" and "confer". The most critical area needing improvement was "control" at a rate of 46% feeling that classrooms are not orderly, on task, respectful, and do not prioritize learning. To address this priority, teachers will continue to work on holding students accountable for their behaviors to become appropriate school and classroom citizens. The other area of improvement under climate is "confer", with 63% of students that completed the survey feeling that teachers do not ask students questions that will truly guide and support their learning. To address this area of need, TFE staff will work on eliciting responses that will help bring a lesson alive, clear confusion, and create a connection for the whole class by reflecting on the following areas:

1. The degree of support provided when responding to poorly phrased questions.
2. How often you encourage students to discuss their perspectives with one another.
3. How often you ask students to solve problems together then discuss their findings.
4. How effectively you answer questions with a question.
5. How sincerely you express respect for student perspectives.
6. How you respond when a student gives a wrong answer in front of the class.
7. How supportively you treat struggling students compared to how you treat others.

Priority 4 is addressing persistent leader and teacher turnover. TFE has a long history of principal turnover, and in the last several years has had significant teacher turnover. When turnover is high, instructional progress and school culture remain destabilized. With support and resources for excellent teachers, we can attract, train, and retain excellent quality teachers and leaders at TFE. As of grant submission, TFE experienced over 50% teacher turnover leading into the 2017-18 school year from 2016-17.

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Schedule #14—Management Plan

County-district number or vendor ID: 101-920 | 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.	Project Director (i.e. Grant Program Facilitator)	Bachelor's degree in related field. Valid Texas teacher certification or teaching certificate from out of state appropriate to position; Experience in collaborative planning on how to turnaround a low-performing campus. Experience in fiscal/budget management, data reporting and management information systems. Experience working with high risk children and families.
2.	Budget & Data Specialist	Bachelor's degree in related field required. Bookkeeping experience. Experience collecting and/or recording all data required for performance reporting preferred.
3.	Teacher Facilitator	Bachelor's degree in related field. Valid Texas teacher certification or teaching certificate from out of state appropriate to position. Demonstrate understanding of trends in the use of technology and national trends in education. Knowledge of interdisciplinary curriculum development.
4.	Intervention Specialist	Bachelor's degree in related field. Valid Texas teacher certification or teaching certificate from out of state appropriate to position; Two (2) years teaching experience.
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.	To complete an open-minded study of student needs (EMPATHY Stage).	1. Form design team representative of the community.	09/01/2017	09/30/2017
		2. Set mtg. schedules. Hold collaborative convenings.	09/01/2017	10/31/2017
		3. Establish design-friendly needs assessments.	09/01/2017	9/30/2017
		4. Conduct stakeholder interviews, shadow students.	10/01/2017	10/31/2017
		5. Integrate quantitative data deep dives.	10/01/2017	10/31/2017
2.	To consider all types of data to DEFINE the objective of the design.	1. Build story boards of student experiences.	10/01/2017	10/31/2017
		2. Review empathy-distill & define graduate aims.	11/01/2017	11/30/2017
		3. Conduct a root cause analysis	11/01/2017	11/30/2017
		4. Visit provocative learning spaces	11/01/2017	11/30/2017
		5. Draft about four distinct student profiles	11/01/2017	11/30/2017
3.	To shed perceived barriers to IDEATE as many concepts as possible.	1. Lead design-friendly strategic planning	11/01/2017	12/15/2017
		2. Ground in the research, learning & motivation science	11/01/2017	12/15/2017
		3. Study promising new approaches	11/01/2017	12/15/2017
		4. Ideate & prioritize	11/01/2017	12/15/2017
		5. Set SMART goals with formative measures.	11/01/2017	12/15/2017
4.	To PROTOTYPE concepts to discover successful models.	1. Create three different student experience prototypes	11/01/2017	12/15/2017
		2. Create story boards/help users design experiences	12/1/2017	02/28/2018
		3. Prototype variable by variable.	12/1/2017	02/28/2018
		4. Pitch ideas and receive feedback.	12/1/2017	02/28/2018
		5. Wireframe/journey map/participatory design.	12/1/2017	02/28/2018
5.	To TEST and study prototypes seeking areas of improvement and iteration.	1. Share prototypes of student journeys with stakeholders.	03/01/2018	4/30/2018
		2. Capture feedback and insights in notes along the way	03/01/2018	4/30/2018
		3. Test prototypes and iterate.	03/01/2018	4/30/2018

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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.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101-920

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.

To maximize the number of students attending excellent schools and to minimize the number of students in low-performing schools, SBISD has crafted a strategy that will ultimately inform the redesign of all campuses. To begin with, our superintendent recently announced that the district's goal for this year is to personalize learning for 20% of students in 20% of classrooms across 20% of campuses (aka the 20/20/20 goal), with those numbers reaching 50% by the end of the 2018-2019 school year. Beginning with a collaborative cohort model, inspired by the structure of Transcend Education's model, the first 20% of campuses to engage in the work this year will become part of SBISD's first collaborative cohort. Our intent is for that 20% to consist of both high-performing and low-performing schools, helping move the high-performers from good to great and to help turnaround the low-performers. Given that the low performers need additional support, this grant would provide the additional capacity necessary to include them in this initial cohort. For the first time in the history of Spring Branch ISD, there is a Research and Design (R&D) division which provides central office staff to help lead campus principals and their leadership teams through a human centered design process created by Stanford University's Design School. Three from the R&D Team will meet in person with campus core design team members over the course of a year to assist them with planning. The three will consist of the Associate Superintendent for Research and Design, the Director of Innovation and the Coordinator for Personalized Learning. The district goal, supported by this grant opportunity, that the R&D team will meet is "By June 2018, at least 9 (20%) of SBISD schools will have successfully completed both a dream canvas and a multi-year implementation and change management plan for whole school redesign that are ready for implementation in the 2018-2019 school year to personalize learning for every child." R&D members will be continually involved throughout the grant funded period to monitor project participant commitment to the project's success.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101-920

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.	R & D Team reviews deliverables with Core Design Teams (EMPATHY phase)	1.	~4 student & family portraits built from empathy work.
		2.	Refined aims/graduate profile(s) +draft of " core beliefs " to anchor design
		3.	~3 student journal prototypes (day in the life) to share with stakeholders
2.	R & D Team reviews deliverables with Core Design Teams (DEFINE phase)	1.	~3 final student journal prototypes building on feedback captured.
		2.	~ 4 distinct student profiles, graduate aims and core beliefs to design from.
		3.	Collective Case made for change.
3.	R & D Team reviews deliverables with Core Design Teams (IDEATE phase)	1.	Near final drafts of about four distinct student profiles
		2.	Near final draft of graduate aims
		3.	Near final draft of core beliefs to design from
4.	R & D Team reviews deliverables with Core Design Teams (PROTOTYPE phase)	1.	Revised near final drafts of graduate aims & student experience journeys
		2.	Corresponding artifacts (budget, staff roster, schedule, staff PD plan)
		3.	Fully built out draft of "dream canvas" for school redesign.
5.	TELPAS, STAAR, NWEA MAP, School Climate Survey (TEST phase)	1.	School connectedness
		2.	Post secondary readiness
		3.	Academic Growth

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 Associate Superintendent of Research and Design (R & D) and the Personalized Learning Coordinator defined the following process that they will follow during the 2017-2018 school year based on their experiences during the 2016-2017 school year as members of the inaugural round of the "Transcend and New Schools Collaborative. The purpose of collaborative was to assemble a cohort of the most promising school operators across the country who stand the greatest chance of trailblazing new models of school design that far better prepare students to thrive in and transform the 21st Century. Elliott Witney and his team were welcomed into the collaborative through a highly selective, invitation-only process after submitting an application. Transcend Education, a new national nonprofit dedicated to accelerating innovation in the core design of school led three convenings last year in which public school districts and charters met to learn together. In between convenings, the team had many learning assignments to complete. By the end of the year, the Principal of Spring Branch Middle School and his core design team had completed their dream canvas. Based on learnings from that experience, R&D team members (Associate Superintendent, Director of Innovation and Personalized Learning Coordinator) will hold six in-person **collaborative convenings** with each campus design team during the 2017-2018 school year. In between convenings, the Director of Innovation and the Personalized Learning Coordinator will hold six in-person **individual sessions** with Core Design Teams that will culminate in the collection of deliverables. They will use these sessions to identify and clear up any problems with project delivery. The deliverables will include student and family portraits, student profiles, drafts and refined drafts of graduate aims and core beliefs, drafts and refined drafts of student journey prototypes, a collective case for change, final preparation plans for convening with stakeholders, draft of a school redesign implementation plan with corresponding artifacts such as budget, staff roster, schedule, staff professional development plan. The implementation plan will include eight components: 1) a case for change; 2) purpose and mission for this learning community; 3) target population; 4) key design restraints; 5) graduate profiles; 6) key beliefs about learning and motivation; 7) core design anchors; and 8) stakeholder experience journeys and key artifacts. As campuses transition from planning to implementation they will continue to support them by removing any obstacles or barriers to successful, efficient, effective and complete implementation. Collaboratively R & D staff will collect and review student-level achievement, growth and connectedness data. They will discuss, analyze and publish the data in comparison with other campuses and the district and state averages as a whole.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101-920

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.

Treasure Forest's core design team will begin developing its targeted school improvement plan by conducting a needs assessment that is both qualitative and quantitative. The quantitative element will include longitudinal data analysis from previous years to identify historical trends that inform the school's most pressing academic priorities. The qualitative element will include conversations with various stakeholders including but not limited to the leadership team, teachers, and parents to ensure that the action plan identifies strategies that are viable and relevant to the people who will be ultimately responsible for driving them. Those conversations will be conducted in a way that is consistent with the design thinking methods that will be used in the development of the campus's redesign plan. The Research & Design team will be available to provide any support the campus needs in terms of coordinating and structuring those conversations. The school will then conduct a root cause analysis exercise to distill and define the underlying issues behind the school's academic deficiencies before creating a strategically prioritized action plan. This, again, will be done with the support of the Research & Design team, the Community Superintendent, and the Academic Performance & Support team. The goals and interventions outlined in the targeted school improvement plan will then inform the design thinking process that the school will undertake as it develops its redesign plan. Implementation of the targeted school improvement plan will be overseen and supported by the school's Community Superintendent as well as the larger Research & Design and Academic Performance & Support teams.

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

County-district number or vendor ID: 101-920

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 Research and Design team supports the improvement of participating Title I schools. Always grounded in scientific research, comprehensive formative and summative assessment data is gathered from the school, including STAAR, MAP math and reading scores, and student and teacher surveys. The data is reviewed and its analysis is used to inform campus decisions and allotment of resources. Reports are also regularly created which are used to inform and obtain input from members of our Board of Trustees. On the financial side, our Director of External Funds and Compliance and her staff monitor and ensure compliance with all Title I requirements. In addition, the Director of Grants and her assistant support schools that receive discretionary grant money. For example, they get Board of Trustees approval for the grant award, get the budget set up and establish workflow budget approvers with the Finance Department, help create new job descriptions, assist with interviewing, train campus staff handling the grant funds in how to plan for and track new expenditures, assist as needed with meeting Purchasing Department requirements, prepare semi-annual certifications for grant funded employees and answer auditor requests for documentation and auditor interview questions.

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.

Senior staff developed a rubric which assesses a school's readiness to engage in school redesign. The rubric contains a continuum that describes the attributes a school has as it develops in the criteria areas of leadership, teacher readiness, learning innovation culture and alignment/investment on personalization. A Community Superintendent completed a rubric on each school. The R&D Team identified areas for improvement for Treasure Forest. The team will work with a buyer in the district's Purchasing Department to create a request for proposal as one of the steps in the bid process. The R&D Team, Community Superintendents and campus principals will conduct a rigorous review of the consultants meeting the bid deadline and select external partners meeting the unique needs of **Treasure Forest Elementary School** based on their expertise and ability to:

1. Increase the number of teachers involved in human-centered design thinking.
2. Provide opportunities for teachers to organically integrate the use of technology for students to consume and create content.
3. Develop and strengthen the practice of Professional Learning Communities (PLCs).
4. Engage school staff in developing and putting into a practice a strategic plan for improvement.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101-920

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.

Because SBISD is committed to pursuing personalization for students across the district, and because we have committed to a strategic plan and district wide measures of success, alignment of resources is a top priority. Teachers at Treasure Forest Elementary (TFE) will capitalize on many district resources which include professional development on how to use the district's new Learning Management System as well as the QTEL (Quality Teaching of English Learners) Initiative promoted by the district's Bilingual/ESL department. TFE will also benefit from the district's robust infrastructure including campus Wi-Fi, devices and an increasing suite of digital tools. TFE will receive approximately \$7,000 in State Compensatory Education funds which will be spent on supplies for At-Risk students. It will receive approximately \$183,000 in Title I funds. Those funds will be spent on Professional Development, Instructional Specialist salary, other payroll payments, instructional supplies and materials, other reading materials, student transportation, substitutes, and parental involvement materials. In contrast, the grant funds will be spent on a redesign partner or partners, campus-specific professional development to help teachers personalize instruction, supplies and materials to test new ideas, travel to site innovative instruction sites (out of state, in-state and local travel) and four new positions to help support grant implementation (1 Project Director, 1 Teacher facilitator, 1 Intervention Specialist and 1 Budget & Data Specialist). Due to the human centered design process model we will be using for redesign planning, SBISD requests flexibility from TEA in the reallocation of its funds as needed.

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.

SBISD became a District of Innovation in April of 2016. In our Local Innovation Plan, we have exempted ourselves from all statutes allowed under the District of Innovation. As we work through our plan and continue to iterate and innovate, our Board can choose to enact any or all of the exemptions. To date, our Board has enacted the following, with others related to instructional time under review: TEC 12A.007 Amendment, Rescission, or Renewal of Local Innovation Plan, TEC 25.082(a) Length of School Day, TEC 25.0811(a) First Day of Instruction. We pursued this opportunity so that our district and our schools will have the freedom and flexibility to operate in ways that meet the needs of our students. In the summer of 2016, the SBISD central office reorganized itself to better serve and support the needs of our campuses. Two critical teams were established at that time that will be instrumental in ensuring that Treasure Forest Elementary will have the ability to modify whatever practices and policies it needs to be successful. The first was the creation of the community superintendent role. There are now three community superintendents who support our 46 campuses. Dr. D'Andre Weaver, the community superintendent assigned to TFE, is committed to serving as a partner to Celeste Barretto and the leadership team there to ensure that they are supported, developed, equipped and empowered to meet the needs of their students. His charge is also to remove redundancies and governance obstacles as needed. The second team established was the Research & Design team. This team will provide customized support to the campus in terms of helping them navigate the design thinking process, and working with them during the prototype phase in particular to consider the kinds of systems and modifications necessary to support the ultimate redesign model. They will help remove roadblocks, including supporting any policy changes; champion efforts; provide on-the-ground support, when needed; including direct support as needed to school principals.

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

County-district number or vendor ID: 101-920

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.

Two evidence-based strategies that will undergird the redesign process at Treasure Forest Elementary (TFE) are the implementation of professional learning communities (PLCs) and *Data Wise* practices - an approach to leveraging student data to improve teaching & learning. Both PLCs and *Data Wise* are research-backed best practices that we believe are critical to establishing an academic culture and foundation that is essential to supporting redesign. This year, initial steps were taken to rearrange the master schedule to allow for additional opportunities for teams to meet and review student data. They also began the practice of keeping data binders on students. Efforts to improve and expand these practices will continue into next year. The central Research & Design team also conducted a book study centered around PLCs and *Data Wise* to ensure that their strategies, supports, and priorities are aligned with campus efforts. TFE will have the full support of the district administration to make any modifications they deem necessary to continue growing these efforts. These efforts are also aligned with the ESEA Turnaround Principles - namely, Strengthen the School's Instruction, Use of Data to Inform Instruction, Redesigned School Calendar, and Ensure Effective Teachers.

Of course, other strategies will be determined as part of the design thinking process that the campus will undertake as part of its planning year. It should also be noted that the design thinking methodology that Treasure Forest will leverage during the planning year is a research-backed process developed by Stanford University and adopted and refined by other research teams and academic institutions across the country. This process involves five stages: 1) empathy, during which leaders and researchers dive deeply into the experience of their stakeholders and end users; 2) define, when they use the insights they gathered during their empathy work to clearly and specifically define the problem that needs solving; 3) ideate, when they brainstorm as many ideas as possible that could serve as a solution; 4) prototype, when a handful of the most promising ideas are selected to be roughly mocked up and tried out in a simulated environment; and finally 5) test, when the most promising prototypes are developed in full to be tested in a real-life setting. During the prototyping part of the process, decisions on what ideas to prototype will be grounded in learning science, the science of motivation, and the science of child development. The entire process will also be overseen by our Research & Design team which will ensure that all practices and policies are rigorously researched, measured, and evaluated. They will also support schools in identifying and rigorously vetting local, national, and international best practice exemplars to determine the most compelling evidence-based practices to address the identified needs. There is a precedence in SBISD of conducting learning visits to national exemplars (recently we sent a team of teachers to visit schools in Denver and San Francisco) and collaborating with other public and charter school systems across the country to learn from and grow with. We have also identified specific "Measures of Success" at the district level that will be used to ensure that strategies adopted during the redesign process are effective at improving student progress. As a result, any practice that becomes a component of the redesign must be measurable and will be held accountable to demonstrating progress in the areas of postsecondary readiness, student growth, and/or student connectedness.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101-920

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.

Our community loves its schools which shows in its support of the Spring Branch Education Foundation and bond approvals. Our newest schools have breathtaking architectural designs. We benefit from a high speed Wifi network, Active Boards and technology devices for small group collaboration in most classrooms as well as extensive library media resources. Due to our community's preference for small neighborhood schools, we chose the turnaround model for our lowest-performing schools. What we have observed over time is the low performing schools are often stuck in the trap of putting all their energy into the educational equivalent of triage instead of establishing foundational best practices that allow staff the reflection and planning time required for continual self improvement. For this reason senior staff have constructed a School Readiness for Redesign Rubric that articulates the target for the following ten criteria areas that schools must have in place for building and sustaining redesign: (1) **Leadership capacity-building** - the principal is building leadership capacity by ensuring there are mechanisms in place for staff members to receive appropriate leadership opportunities for their role and responsibilities. This includes administrators, team leaders, department chairs and teachers. (2) **Change Leadership** - Principal has a proven track record of leading successful school-wide strategic change that has led to significant and enduring improvement in student learning. Principal has the capacity to communicate and invest others in the change (teachers, families, staff). (3) **Conviction/Courage** - Principal and leadership team regularly demonstrate boldness that aligns with clear, strategic purpose. Principal and leadership team have regularly demonstrated the willingness to "unlearn" previous ways of thinking and doing, and are comfortable with taking risks and learning from failures. (4) **Personal Capacity** - Principal consistently demonstrates the willingness and ability to prioritize work and execute goals for the improvement of a school. (5) **Highly effective teaching** - A critical mass of teachers reflecting every grade level are exemplary instructional leaders and consistently demonstrate highly effective teaching skills, including consistent productive use of intervention times. (6) **Technology** - Groups of teachers consistently provide opportunities and choice for students to create and produce digitally and consistently encourage students to collaborate digitally. (7) **Professional Learning Communities (PLCs) in place** - School implementation of PLCs shows consistent evidence at the Developing level or higher in five or more characteristics of a PLC. (8) **Data Wise integration** - Data Wise processes are used consistently to make decisions individually and in teams. (9) **Involvement in IDEO/Teachers Guild, Library Refresh Design Thinking, Vanguard Teachers Cohorts, Personalized Learning Design Challenge Grants** - There are many teachers actively participating or have participated in these innovative experiences or something similar. Some or many of them disseminate their innovative practices to others on campus. (10) **School's Strategic Plan and/or Campus Improvement Plan** - The current strategic plan demonstrates innovative practices that infuse various forms of technology including mobile devices to transform teaching, learning, and assessment practices and includes most required information (i.e. addresses each curriculum area, phases of implementation, and how digital citizenship skills will be developed). It is the Community Superintendent's role to analyze where the school currently falls in each criteria area on the rubric and to move low-performing campuses along this continuum as quickly as possible. To do this, they coach and support principals, remove redundancies and governance obstacles and provide instructional leadership support. Senior staff leveraged Wallace Foundation research to create the Community Superintendent model as part of their central office reorganizations prior to the beginning of the 2016-2017 school year. This role provides customized leadership support to principals and their leadership teams. Meanwhile, the district has a new Research and Design (R & D) Division Associate Superintendent and team to oversee and preserve the integrity and autonomy of all innovation and school redesign efforts. R & D supports a phase-in implementation plan for school redesign so that new models can be prototyped, tested, improvements iterated and re-tested quickly prior to scaling the new model. Our Central Office aims to provide agile support to campuses and throughout the district to facilitate personalization and innovation. Our current challenge is that the percentage and number of priority and focus campuses we have is 24% or ten schools. The percentage and number of IR campuses is 10% or four schools. The percentage and number of students in priority/focus campuses is 22% or 7,616 students. The percentage and number of students in IR campuses is 8% or 2,811 students.

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

County-district number or vendor ID: 101-920

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.

Spring Branch ISD is committed to ensuring that our programs, systems, practices, and policies are designed to reflect the needs of our students above all else. To respect that commitment, we intend to engage our students, their families and our whole school community as we develop plans for school redesign. Using Stanford University's design thinking methodology, we will begin by empathizing with our students, families, and teachers. We will interview them, shadow them, and work to deepen our understanding of their experiences, needs, and motivations. Only then will we be able to accurately define the unique needs that the redesign will address. Next, we will take the time to integrate our learnings from the empathy work into our existing understanding of the students and the state of the school. We will then ensure that those same stakeholders have opportunities to provide input, suggestions, and feedback as we generate as many ideas as possible to inform the design. Finally, we will cull and prioritize that list to a handful of the most potentially powerful ideas to prototype with our students and teachers before we ultimately finalize the components that will define the school's new design. The school education plan includes developing a critical mass of teachers at every grade level who are exemplary instructional leaders, with consistently highly effective teaching skills, including the productive use of intervention times. It also includes developing groups of teachers who consistently provide opportunities and choice for students to collaborate, create and produce digitally. We will have a one way dual language instructional program. We will assess and evaluate our students at least twice a year to measure academic growth, achievement and student connectedness. Extra resources will support our recent immigrant population. Our school talent plan is for our principal to build her capacity at TFE by ensuring there are mechanisms in place for staff members (i.e. other administrators, team leaders, department chairs and teachers) to receive appropriate leadership opportunities for their role and responsibility. There will be four new grant funded positions due to the extra work that extra grant resources bring to a campus. Teacher and principal turnover at TFE has been intense. The new principal was selected based on her ability to stabilize a campus among other great attributes. The professional development will support the principal and teachers to grow towards the district vision of personalized learning for EVERY child. The school culture plan is developing a learning innovation culture in which Professional Learning Communities show consistent evidence of functioning at the highest level, using *Data Wise* processes to consistently make decisions individually and in teams. We also plan to have as many teachers as possible actively participating in innovative experiences. Our school's cultural values will reflect those of our district: 1) moral compass, 2) collective greatness, 3) collaborative spirit, 4) limitless curiosity, and 5) every child. Our value of EVERY child speaks to how we wrap around customized supports for students in SBISD. Our facilities plan is to remain in our building which is still relatively new. We do not have any facility needs to address through this grant opportunity.

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

County-district number or vendor ID: 101-920

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.

As a public school district, Spring Branch ISD is deeply committed to serving our community. It has a long tradition of providing small, neighborhood schools. Due to overcrowding in the area, Treasure Forest was one of two brand new campuses the School Board approved to be built with bond funds. To close the school would result in a waste of taxpayer dollars. To reassign students to other district elementary schools would cause overcrowding. It would ultimately be a disservice to our students and their families as students would have to travel farther to other campuses and be spending less time enjoying time with their families. There is also no compelling reason to restart the school under a new governance structure. As a District of Innovation, SBISD already has ample flexibility in how it chooses to manage its campuses. The new principal, Celeste Barretto was formerly the School Leader for KIPP Voyage Academy for Girls and a KIPP Dream Prep School Leader. She brings to the district deep leadership experience in all the areas named in the district's School Readiness Rubric for School Redesign. The named areas are leadership-capacity building, change leadership, conviction/courage and personal capacity. These are the reasons why SBISD chooses the turnaround model for Treasure Forest Elementary.

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

County-district number or vendor ID: 101-920

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.

As Spring Branch ISD commits to pursuing more personalized educational experiences for students across all of our campuses, we recognize that a one-size-fits-all approach is inadequate. We have a lot of learning to do about which students need what experiences and when. Only by phasing in our redesign can we be sure that we are modifying, adapting and creating experiences that are appropriate for the students receiving them. We also need to ensure that there is adequate time for teachers to master new techniques and behaviors before launching them at scale. A phase-in design will allow for the opportunity to introduce and scaffold those new practices before asking staff members to let go of old ones. Staff members operating in the redesigned school in the first phase will be thoroughly trained and given ample time and attention. Hopefully, they will serve as additional trainers and models to the rest of the staff as the implementation extends to subsequent phases. Whether the phase-in work at Treasure Forest begins with a whole grade level or with cohorts within multiple grade levels will be determined by findings synthesized during the planning phase of the process.

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

County-district number or vendor ID: 101-920

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.

SBISD became a District of Innovation in April of 2016. In our Local Innovation Plan, we have exempted ourselves from all statutes allowed under the District of Innovation. As we work through our plan and continue to iterate and innovate, our Board can choose to enact any or all of the exemptions. To date, our Board has enacted the following, with others related to instructional time under review: TEC 12A.007 Amendment, Rescission, or Renewal of Local Innovation Plan, TEC 25.082(a) Length of School Day, TEC 25.0811(a) First Day of Instruction. We pursued this opportunity so that our district and our schools will have the freedom and flexibility to operate in ways that meet the needs of our students. The Associate Superintendent of Academic Performance and Support, the Associate Superintendent of Research and Design and the three Community Superintendents all work together to identify and subsequently remove redundancies and governance obstacles.

To complement our District of Innovation status, SBISD has recently established a structured model of autonomy, maximizing the amount of freedom that a campus has to make decisions that are most appropriate for its students while still being held accountable to delivering a rigorous curriculum and contributing to district goals. Part of the establishment of this new autonomy framework has been the development of an online marketplace where research-backed, district-vetted, and teacher-rated instructional resources and best practices are made available to teachers and leaders who may be seeking them. Teachers may select from this marketplace or contribute to it as new tools and resources become available. As a result, Treasure Forest will have an extensive network of options and support from which to pull as it pursues its redesign. Also, SBISD introduced what are known as Opportunity Culture roles to the district last year in order to maximize staffing flexibility on campuses. Opportunity Culture roles are adaptable to the needs of the campus, often being used to create positions where a high performing teacher is able to divide their time between being a classroom teacher as well as serving as an instructional coach to their peers. Ultimately, the combination of the District of Innovation status with multiple district initiatives means that TFE will have maximum flexibility to design itself according to its needs while still being accountable to State non-negotiables like STAAR and district non-negotiables like a rigorous, personalized curriculum.

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

County-district number or vendor ID: 101-920

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.

As Spring Branch ISD commits to pursuing more personalized educational experiences for students across all of our campuses, we recognize that we have much learning to do about which students need what experiences and when. We also recognize a need to deeply involve our students, parents, staff and community in the redesign process. As such, we anticipate an extensive planning period culminating in March 2018 to ensure that we create a design that is relevant, rigorous, and meaningfully personalized for every student in the school. We also need to ensure that there is adequate time for teachers to master new techniques and behaviors before launching them at scale, and a planning period will allow time for us to strengthen practices and systems that we know to be critical to the success of school redesign. Another reason for choosing planning and implementation is that Treasure Forest has a new principal this year who needs time to meet and develop relationships with her staff. There is a need to develop instructional practices on the campus - particularly their Professional Learning Communities, technology, and highly effective teaching practices. There has also been very limited exposure to innovative experiences on the campus, so we need to be intentional and methodical about introducing the human centered design thinking methodology. To conduct that process with integrity, depth, and rigor, we are choosing to include a planning year in our proposal. We anticipate that the design thinking process will take eight months to complete. Once that has been done, there will be three more months of work as we develop the plan necessary to implement the selected redesign model. We will need time to identify external resources, consider budget & staffing needs, and build the necessary action plan. We will also need to craft a communication plan so that we can ensure that all stakeholders are regularly updated on the various stages of implementation. Our redesign partner or partners will support us by helping us to create and refine activities pertaining to the design thinking process, as well as providing insight and guidance in the drafting of the final implementation plan.

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

County-district number or vendor ID: 101-920

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.

The Spring Branch Community has a strong collective vision created by a 90-member Strategic Planning Committee representing every elementary school feeder pattern in our district. They articulated that vision in the district's Strategic Plan which we call the Learner's Journey. The Learner's Journey challenges us to reinvent, reimagine, and redesign our district so every graduate achieves our T-2-4 goal – successful completion of a technical certification, military service, two-year or four-year degree. We aim to achieve T-2-4 by **PERSONALIZING** the learning experience for the 35,000 students we serve. To clarify what personalization is, the strategic plans includes the following United States Department of Education definition, as follows. "Personalized learning refers to instruction in which the pace of learning and the instructional approach are optimized for the needs of each learner. Learning objectives, instructional approaches, and instructional content (and its sequencing) all may vary based on learner needs. In addition, learning activities are meaningful and relevant to learners, driven by their interests, and often self-initiated." Distilling that definition, Superintendent Scott Muri shared with principals, directors and other administrators at this summer's Leadership U the **four components of personalized learning on which to focus**. Those components are **(1) Anywhere, Anytime Learning (Access), (2) Individualized Instruction (Rigor), (3) Holistic, Actionable Data, and (4) Student Voice and Agency**. While, isolated pockets of this work are happening across the country, there is no roadmap. Strong leadership is essential. SBISD must strengthen leadership capacity at every level so our leaders successfully establish **bold visions, understand and leverage design thinking to achieve those visions**, engage and invest a multitude of stakeholders meaningfully, and deliver on significant, enduring complex change. To develop our talent, we seek the help of school redesign partners with a belief system that supports the Learner's Journey. We want them to probe the thinking of our design team and facilitate the connections to job-embedded learning experiences that build our capacity to establish bold visions. We want them to coach us and give us feedback. We want the same personalized education that we will create for our students, so that we can learn by example. This next phase of our strategic work requires new work, new problem solving, and new ways to identify, incubate, and scale potentially breakthrough ideas; all of this begins with leadership. We believe we can catalyze and accelerate positive change in the system and achieve our goal by investing in professional learning in the following areas: Leadership, Teacher Readiness, Learning Innovation Culture and Alignment/Investment on Personalization. We have defined our ideal state in detail on a School Readiness to Redesign rubric. During our planning year, we will seek School Redesign Partners through a bid process that will accelerate our campus capacity for redesign. Our current needs based on an analysis done by our Community Superintendent on our School Readiness for Redesign rubric show that ***Treasure Forest Elementary needs targeted development in the use of highly effective teaching techniques including student access to digital curriculum, as well as the use of innovative practices that infuse various forms of technology that will transform teaching, learning, and assessment practices. Treasure Forest Elementary also needs to focus on improving its Professional Learning Communities ensuring that colleagues share student data and instructional techniques that produce results.*** We will request that our redesign partner or partners are capable of designing development opportunities in these areas. We want our redesign partner(s) to have the capacity to support us by helping us to create and refine activities pertaining to the design thinking process, as well as providing insight and guidance in the drafting of the final implementation plan. School redesign is no small feat. SBISD recognizes and respects that, and wants to ensure that we are thoughtful, thorough, and inclusive as we work to redesign our schools to ensure that all of our students are getting an education that meets them where they are and pushes them to fulfill their untapped potential.

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

County-district number or vendor ID: 101-920	Amendment # (for amendments only):
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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 a system, we have utilized a Personalized Professional Learning Definition and Framework together with Design Thinking to create a variety of leadership programs and pathways to develop our current and future school leaders. Aspiring principals access a growing number of opportunities including both choice-in opportunities and selective programs like our joint KIPP/YES Prep/SBISD Houston Leaders for Education.

In addition, this year, we have hosted three aspiring leaders programs. Each event was attended by 10-15 aspiring principals from SBISD schools. All assistant principals who attended aspire to become building principals. We conducted sessions in a small group coaching format along with intense content/competency discussions. All three sessions addressed competencies in the following topics: 1) Operations, Systems, and Planning (led by SBISD's financial team); 2) Academic Vision and Goals (professional development and coaching discussions facilitated by Community Superintendents); 3) Data Driven (Data dive discussion led by participants, facilitated by Community Superintendents); and 4) Resume/Interview/Presence coaching sessions. Multiple SBISD leaders shared in these sessions, ranging from senior staff to directors.

In the spirit of Professional Learning Communities, assistant principals are engaged in the learning community instructional rounds. These instructional rounds are conducted in teams where district level content directors walk classrooms with administrators (Principals and Assistant Principals). They provide assistant principals job-embedded opportunities for instructional coaching, classroom best-practice calibration, and campus reflections. The Community Superintendents also identify and develop future principals through Professional Communities. They use a rubric to encourage aspiring leaders to self-reflect and help move their campuses towards the ideal state.

We currently select school leaders through rigorous, multi-step competency-based processes. Rubrics guiding the selection process are being aligned to our new principal Competency Map developed in partnership with EdFuel. EdFuel is working with SBISD to develop a more purposeful strategy around principal recruitment. The result will be a more targeted approach so we attract the right candidates who are strong fits for SBISD both culturally and with the competencies needed to lead in personalized learning environments.

SBISD is one of three Texas district grantees (the only one in Houston) implementing the Opportunity Culture (OC) model for paraprofessionals and two teacher leader positions – Multi-Classroom Leaders, and Expanded Impact Teachers. Through OC, we will extend the reach of our very best teachers to impact more students while providing leadership opportunities through job-embedded experiences. The selection process includes data submission of prior excellence, an online video interview (HR), campus level interviews and performance tasks.

Selection for other positions are not yet competency-based. They are processed and if the application meets requirements, the application is marked active. Hiring managers for these positions invite applicants to interview and submit hiring requests to HR. This is a body of work for us going forward. SBISD is moving toward an aligned, competency-based talent strategy. Eventually, recruitment strategy, robust job descriptions, marketing, onboarding, developing/professional learning and evaluating/providing feedback will be grounded in this competency-based structure, not only for school leaders, but for employees across the system.

In Spring 2013, SBISD launched our first Leadership Competency framework affirming excellent leaders are strong effective communicators who model district beliefs and values and effectively: Drive Results, Nurture Relationships, Create Operational Excellence, and Develop and Manage People. Alongside partners including EdFuel, we have advanced this work to the next level by developing Competency Maps for key leadership positions. Our School Readiness for Redesign rubric defines excellent principals as those who intentionally build leadership capacity on their campuses through authentic, supported leadership opportunities for staff at all levels, in and out of the classroom, appropriate to their roles and responsibilities. Exemplary school leaders successfully lead strategic initiatives yielding significant and enduring improvement in student learning. Excellent principals and leadership teams regularly demonstrate the boldness that aligns with clear, strategic purpose. Furthermore, they show willingness to "unlearn" previous ways of thinking and doing and are comfortable taking measured risks and learning from failures. Finally, an excellent school leader consistently demonstrates the willingness and ability to prioritize work and execute goals for the improvement of a school in alignment with our strategic plan, i.e. the Learner's Journey.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 101-920

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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

County-District Number or Vendor ID: 101-920

Amendment number (for amendments only):

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

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

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: 101-920

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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

County-District Number or Vendor ID: 101-920

Amendment number (for amendments only):

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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County-District Number or Vendor ID: 101-920

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Tuancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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