Texas Education Agency
Standard Application System (SAS)

2017–2019 School Redesign Grant, Pilot Cycle

Program authority:	Every Student Succeeds Act (ESSA), Public Law (P.L.) 114-95, Title I, Part A, Sec 1003, School Improvement	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period:	August 28, 2017, to July 31, 2019	
Application deadline:	5:00 p.m. Central Time, July 13, 2017	Place date stamp here.
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED 2017 JUL 13 PM 3:37 DOCUMENT CONTROL CENTER TEXAS EDUCATION AGENCY
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#		Amendment #
Kingsville ISD	137901	H.M. King High School/137901-001		
Vendor ID #	ESC Region #			DUNS #
1746001521	2			010545770
Mailing address		City	State	ZIP Code
207 N 3rd St.		Kingsville	TX	78363

Primary Contact

First name	M.I.	Last name	Title
Jose	R	Mireles	Principal
Telephone #	Email address		FAX #
(361) 595-8600	jmireles@kingsvillisd.com		(361) 595-9170

Secondary Contact

First name	M.I.	Last name	Title
John	R	Hill	Director of Instructional Svs.
Telephone #	Email address		FAX #
(361) 592-3387	jhill@kingsvilleisd.com		(361) 595-7805

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
Carol	G	Perez	Superintendent
Telephone #	Email address		FAX #
(361) 592-3387	cperez@kingsvilleisd.com		(361) 595-7805

Signature (blue ink preferred)   Date signed

Only the legally responsible party may sign this application.

701-17-101-045

Schedule #1—General Information	
County-district number or vendor ID: 137901-001	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 137901-001	Amendment # (for amendments only):

Part 1: Required Attachments

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

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

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Portfolio Plan Questionnaire	Applicants must use the template posted on the TEA Grant Opportunities page to self-assess the district's portfolio plan.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 137901-001	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: 137901-001	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.

Campus/District/Community Overview: Kingsville ISD (KISD), a rural community of 26,225, has a student enrollment of 3440 and serves a predominantly Hispanic student body (87.1%). Seventy-two percent of the student population is considered economically disadvantaged and 56.0% are considered at risk. Over four percent (4%) of student are identified as Limited English Proficient (LEP), and 9% receive special education services. H.M. King High School (HMHS) is the 9th through 12th grade campus for the district and is a Title 1 school located in Kleberg County in Texas, which is considered a low socioeconomically depressed region. According to the TAPR (2016) demographic data, the HMHS school population is 57.14% economically disadvantaged, 1.52% Limited English Proficient, and 86.04% Hispanic (Source:TAPR 2015-16). Nationally, students from the Hispanic population and the economically disadvantaged group are not completing high school, entering college or completing college at the same rate as the overall population. This presents a major obstacle in attaining state and national educational and economic goals. Many of our KISD families live at or below the U.S. poverty line and 100% of children are on free/reduced lunch at KISD. **The Challenge:** *Academic Success* - The campus has been classified as "Improvement Required" for three of the past four years. From most recent, the percent of students earning EOC STAAR passing rate has been 52% . *Community Perception* - Despite the community's relatively small size and rural status, it has five other districts and one charter school within a 15-mile radius that accept transfer students. This year's campus population consists of 908 students. The students leaving KISD is a result of a perception that these small districts are not capable of serving the instructional needs of students at HMHS. Compounding the problem, these neighboring districts only accept students who have earned satisfactory marks on EOC STAAR exams and remove transfer students from their districts who fail to meet the standard, returning them to KISD without expending any effort to provide acceleration. *School Culture and Motivation* – The School Needs Assessment identified the following issues: a recent drop in student attendance; concerns about staff attendance; a problem with 9th graders' skipping, insubordination, and persistent misbehavior; a need of more parent and community involvement. There was also a desire to improve staff communication and increase opportunities for staff input in decision-making. *Staff Turnover Rate* - The campus has also experienced high staff turnover in the areas of math and reading, and for the most part, the new staff are in their first years of teaching or new to the professions. This has stifled any momentum towards a sustained campus improvement and overall student success. **School Redesign Vision:** In order to address the challenge of equipping students to be college and career ready, community perception of the campus, and a unified campus culture that sustains success, HMHS proposes to redesign the school and transform it into a campus that fosters a real world, 21st century learning experience through a MicroSociety producing college and career ready students. This vision is to open its doors to the community and provide students with opportunities to think critically, collaborate and foster creativity. Students will be provided with innovative instructional strategies and equipment in the health sciences area. These opportunities will strengthen relationships between higher education institutions and employers and increase student persistence and completion of programs that lead to a license, certificate, and/or an Associate Degree. **Redesign Model/Implementation & Operational Flexibility Plan:** The campus will implement the Turnaround Redesign Model in order fulfill the vision. The current principal is new to the campus and has already begun the turnaround process in regards to staffing, procedures, and instruction. The current principal has served at the Intermediate and Middle School campuses. The principal has already begun the process of turnaround and the commitment from all stakeholders has been agreed upon. For success, the district will provide Applicant Assurance that the campus leadership will be given the operational flexibility to complete the turnaround and build momentum to sustain the new culture and success for years to come. **School Redesign Partner:** The district has been partnering with MicroSociety at some of the feeder campuses over the past two years in order to bring real world learning and experiences to the students of KISD. In addition to benefiting the students, the community itself has also reaped this benefit. KISD students have created ventures that have gone beyond the walls of the school and provided voice to the students, and the community has listened and responded. With the Community/Parent Liaison the relationships with the community and parent groups will be strengthened to ensure constant information of programs and opportunities offered. As students mature with the MicroSociety, they crave greater experiences with greater impact. HMHS's redesign will work with the MicroSociety trainers and systems to expand the ventures, aligning them with all facets of learning and using student agencies with existing district needs assessment systems, facilitating true student voice in the redesign of the school. **School Leadership:** The current leadership system will be expanded through the addition of a MicroSociety Coordinator to provide support and expertise in creating this component of the redesign. This

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person will be vital in the creation of HMHS's MicroSociety from its constitution to its first set of ventures to its first Market Day. Perhaps more importantly, however, this person will provide support in ensuring that the ventures and tasks that become the lifeblood of a MicroSociety are always focused and grounded on the learning the TEKS/Curriculum Standards that is expected of every student. HMHS students will transform that learning into action, a continuous voice in the running of their own school, society, and community through the agencies and ventures. **Educational Plan:** Each core teacher has an existing Professional Learning Community (PLC) period in addition to his or her regular planning period. As part of the redesign, this period will be expanded to help teachers integrate the new technology students will be using (chrome books integrated with Google Classroom) into existing curriculum/TEKS with a focus on aligning the educational experience of the students with the technical skills necessary for them to be part of the future workforce. The technical skills most in demand both now and in the future are in the STEM fields. By unifying the core subject areas under a STEM focus as part of the existing T-STEM Academy, it makes it much easier to integrate cross-curricular project-based learning into the existing curriculum structures. But more importantly, it makes the differentiation of instruction an ingredient, not an option that every teacher must include as part of their planning. Teachers will be afforded with opportunities to seek a content Masters Degree that will, in turn, benefit students at HMHS to create a dual credit program. The partnership will be with Texas A&M University – Kingsville (TAMUK). A cohort of 15 teachers will be selected to earn their degrees and students will be provided with the opportunity to earn academic college or career credits towards a post secondary certificate or degree. **Culture Plan:** For the new culture to take hold and sustain, teachers will be rethinking there to approach classroom management and discipline. With lessons rooted in student-centered, differentiated instruction, effective classroom management is less about keeping a classroom quiet and in rows, but instead upon keeping students motivated and focused on their individual goals, providing them with the tools to navigate the infinite store of information at their disposal. The old system of punitive discipline, removing students from the learning environment will be replaced with a Restorative Discipline model, focused on forging personal connections and increasing student awareness of the responsibility associated with the actions that they choose. The creation of the STEM-focused MicroSociety will require a paradigm shift in the traditional teacher-student relationship. While the teacher shall continue to provide students with knowledge and skills, the teacher will have to flip that relationship and be open to the student providing the teacher with the knowledge and skills. As students navigate the world of infinite information at HMHS, the student will take on the role of teacher as they instruct the adults in the use of these new tools, exposing them to these new ways of seeing the world. With the expansion of CTE opportunities, HMHS is pursuing three new career pathways and certifications.   Students will be able to pursue certifications in the fields of agriculture, veterinary medicine, culinary arts, automotive, audio/video and business. The three pathways include: Firefighter Academy, Emergency Medical Technician Program and a Computer Science Pathway.   **School Talent Plan:** Professional development sessions on MicroSociety, differentiated instruction, restorative discipline, distributive leadership, and technology integration will be provided and support provided through PLC sessions. As part of the distributed leadership model, various groups of teachers will become instructional experts on the different components of the redesign of the school so that they can become "trainer of trainers" in the various systems and strategies, building a sustainable instructional model for the future. MicroSociety ventures and agencies will expand beyond the simple bounds of KISD into the community itself, providing ample opportunity to showcase the skills, talents, and products of HMHS students. These showcases will provide a boon to public relations, especially when combined with an existing KISD television and radio studio/station. That broadcasts well beyond the city bounds of Kingsville. Attaching those broadcasts to all recruitment materials, a magnet, will attract those educators will skills necessary to make HMHS a thriving society. Coupled with this, the campus will create a talent plan, clear paths to career goals tied to existing systems to grow faculty members as professionals, benefiting the district as a whole and creating sustainability to all components of the school redesign.   **Goals and Objectives:** G#1: Student Academic Achievement   Obj. 1.1 School average of at least a 90% in attendance rate; Obj. 1.2 65% of all students will reach the Level II satisfactory standard on all 2018 STAAR Tests; Obj. 1.3 Increase the number of students attaining dual credit hours; Obj. 1.4 Increase the number licenses and certifications in CTE Program; Obj. 1.5 60% of economically disadvantaged students will reach the Level II satisfactory standard on all STAAR Tests   G#2: School Culture and Community Engagement Obj. 2.1 Decrease 50% of discipline incidents; Obj. 2.2 Increase parent and community participation in monthly informational meetings by 100%; Obj. 2.3 Less than 20% of students and teachers report that there is a "don't care" attitude among students; Obj. 2.4 More than 70% of students report that students respect each other; Obj. 2.5 More than 90% of students feel that they "belong" at the school; Obj. 2.6 80%+ of MicroSociety Ventures and Agencies are involved in a meaningful way with a community mentor. G#3: Attract and Retain High Quality Staff Obj. 3.1 More than 90% of teachers feel that they "belong" at the school; Obj. 3.2 More than 90% of teachers feel that they have a strong voice in school decisions; Obj. 3.3 80%+ of staff will be retained by end of 2019-2020 school year

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 137901-001				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	$0	$908,976	$0	$908,976
Schedule #8	Professional and Contracted Services (6200)	6200	$0	$364,000	$0	$364,000
Schedule #9	Supplies and Materials (6300)	6300	$0	$200,000	$0	$200,000
Schedule #10	Other Operating Costs (6400)	6400	$0	$122,500	$0	$122,500
Schedule #11	Capital Outlay (6600)	6600	$0	$100,530	$0	$100,530
	Consolidate Administrative Funds				☐ Yes X No	
Total direct costs:			$0	$1,696,006	$0	$1,696,006
Percentage% indirect costs (see note):			N/A	$36,904	$0	$36,904
Grand total of budgeted costs (add all entries in each column):			$0	$1,732,910	$0	$1,732,910

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: 137901-001 | 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	100%	3	$	$270,000	$270,000
2	Educational aide			$	$	$
3	Tutor			$	$	$
Program Management and Administration						
4	Project director	100%	1	$	$130,000	$130,000
5	Project coordinator			$	$	$
6	Teacher facilitator			$	$	$
7	Teacher supervisor			$	$	$
8	Secretary/administrative assistant			$	$	$
9	Data entry clerk			$	$	$
10	Grant accountant/bookkeeper	100%	1	$	$40,000	$40,000
11	Evaluator/evaluation specialist			$	$	$
Auxiliary						
12	Counselor			$	$	$
13	Social worker			$	$	$
14	Community liaison/parent coordinator	100%	1	$	$90,000	$90,000
Education Service Center (to be completed by ESC only when ESC is the applicant)						
15						
16						
17						
18						
19						
20						
Other Employee Positions						
21	MicroSociety Coordinator	100%	1	$	$110,000	$110,000
22	Title			$	$	$
23	Title			$	$	$
24	Subtotal employee costs:			$	$640,000	$640,000
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112 Substitute pay			$	$33,600	$33,600
26	6119 Professional staff extra-duty pay			$	$85,000	$85,000
27	6121 Support staff extra-duty pay			$	$25,000	$25,000
28	6140 Employee benefits			$	$125,376	$125,376
29	61XX Tuition remission (IHEs only)			$	$	$
30	Subtotal substitute, extra-duty, benefits costs			$	$268,976	$268,976
31	**Grant total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$	$908,976	$908,976

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

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 137901-001	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	MicroSociety – Reform Strategy Training	$	$100,000	$100,000
2	Science, Technology, Engineering and Math Teacher Training	$	$80,000	$80,000
3	Hands-On Project Based Learning Professional Development	$	$50,000	$50,000
4	Microsociety External Evaluation Services	$	$34,000	$34,000
5		$	$	$
6		$	$	$
7		$	$	$
8		$	$	$
9		$	$	$
10		$	$	$
11		$	$	$
12		$	$	$
13		$	$	$
14		$	$	$
b.	Subtotal of professional and contracted services:	$	$264,000	$264,000
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$	$100,000	$100,000
	(Sum of lines a, b, and c) Grand total	$	$364,000	$364,000

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

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Schedule #9—Supplies and Materials (6300)				
County-District Number or Vendor ID: 137901-001		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:	$	$200,000	$200,000
	Grand total:	$	**$200,000**	**$200,000**

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: 137901-001		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.	$	$20,000	$20,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose: Transportation expenses for hands on career pathways	$	$30,000	$30,000
6413	Stipends for non-employees other than those included in 6419	$	$	$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	$	$	$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	$	$8,000	$8,000
Subtotal other operating costs requiring specific approval:		$	$34,500	$34,500
Remaining 6400—Other operating costs that do not require specific approval:		$	$30,000	$30,000
Grand total:		$	**$122,500**	**$122,500**

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 #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 137901-001			Amendment number (for amendments only):		
#	**Description and Purpose**	**Quantity**	**Unit Cost**	**Planning Cost**	**Implementation Cost**	**Total Budgeted Cost**
6669—Library Books and Media (capitalized and controlled by library)						
1		N/A	N/A	$	$	$
66XX—Computing Devices, capitalized						
2			$	$	$	$
3			$	$	$	$
4			$	$	$	$
5			$	$	$	$
6			$	$	$	$
7			$	$	$	$
8			$	$	$	$
9			$	$	$	$
10			$	$	$	$
11			$	$	$	$
66XX—Software, capitalized						
12			$	$	$	$
13			$	$	$	$
14			$	$	$	$
15			$	$	$	$
16			$	$	$	$
17			$	$	$	$
18			$	$	$	$
66XX—Equipment, furniture, or vehicles						
19	Type III Ambulance Simulator	1	$29,000	$	$	$29,000
20	Manikin Full Body & Accessories	1	$71,530	$	$	$71,530
21			$	$	$	$
22			$	$	$	$
23			$	$	$	$
24			$	$	$	$
25			$	$	$	$
26			$	$	$	$
27			$	$	$	$
28			$	$	$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)						
29				$	$	$
			Grand total:	$100,530	$	$100,530

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: 137901-001	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	546	60.1%	PEIMS October Snapshot, 2016
Limited English proficient (LEP)	22	2.4%	PEIMS October Snapshot, 2016
Disciplinary placements	41	4.5%	Data Management System, 2017
Attendance rate	NA	91.4%	Data Management System, 2017
Annual dropout rate (Gr 9-12)	8	.8%	15-16 Annual Dropout Summary Report, TEA

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
										184	287	221	216	908

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 137901-001	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 Campus Leadership Team (CLT), made up of a combination of teachers, campus and district administrators and support staff, spearheaded the development of the Comprehensive Needs Assessment (CNA) and prioritized the needs. Each of 8 CNA committees, described in more detail below, presented strengths, school needs, and performance goal recommendations to the administrative team. The CNA process identified the following challenges: *Academic Success* - The campus has been classified as "Improvement Required" for three of the past three years. From most recent, the percent of students earning a passing score on combined EOC STAAR has been 52%. *Community Perception*- Despite the community's relatively small size and rural status, it has five other other districts and one charter school within a 15-mile radius that accept transfer students. This year's campus population consists of 908 students. The students leaving KISD is a result of a perception that these small districts are more capable of serving the instructional needs of students than HMHS. Compounding the problem, these neighboring districts only accept students who have earned satisfactory marks on EOC STAAR exams and remove transfer students from their districts who fail to meet the standard, returning them to KISD without expending any effort to provide acceleration. *School Culture and Motivation*– there is a feeling that students lack the motivation to learn, despite the multitude of opportunities offered at the campus. *Staff Turnover Rate*- The campus has also experienced high staff turnover in the areas of math and reading, and for the most part, the new staff are in their first years of teaching or new to the professions. This has stifled any momentum towards a sustained campus improvement and overall student success. The administrative team reviewed the conclusions and recommendations, and met with administrator's district-wide to determine performance goals. Campus goals are described in Schedule 5, and will be supplemented by detailed goals related to curriculum, instruction, and STAAR achievement that will be contained in the Campus Improvement Plan (CIP) and Targeted Improvement Plan (TIP). Together with administrator's district-wide, the administrative team developed a two-pronged strategy to meet the goals. Prong 1: HMHS will build on improvements in teacher professional development, curriculum, and instruction based on implementation of last year's CIP and TIP. Prong 2: HMHS will implement a MicroSociety focused on college and career readiness. KISD Elementary/Intermediate schools currently implementing MicroSociety have demonstrated dramatic improvement in school culture/climate, family/community involvement, attendance/achievement, aligned curriculum and instruction and school organization. Public perception of schools has risen and teacher turnover is reducing. The district has chosen HMHS to extend MicroSociety into the upper grades in order to continue this alignment and success. The eight CNA committees will transition to eight MicroSociety alignment teams, each of which will oversee implementation of a particular aspect of the HMHS strategy: 1) demographics- disaggregate culture and achievement data by subgroup. Plan interventions if problems identified, 2) student achievement- oversee milestones and progress towards achieving academic goals, 3) school culture and climate-oversee milestones & progress towards student-related school culture and motivation goals, with a focus on restorative discipline and citizenship. Cooperate with MicroSociety Coordinator to ensure high fidelity implementation of STEM MicroSociety, 4) staff quality, recruitment and retention- oversee milestones & progress towards goals related to recruiting, training, and retaining high quality staff, 5) curriculum, instruction and assessment-oversee milestones & progress towards implementing curriculum and instruction strategies outlined in the TIP and CIP, 6) family and community involvement - oversee milestones & progress towards parent- and community-related school culture goals. Cooperate with MicroSociety Coordinator to ensure high fidelity implementation of STEM MicroSociety, 7) school organization-oversee milestones & progress towards ensuring teacher voice through implementation of MicroSociety Alignment teams. Cooperate with MicroSociety Coordinator to ensure high fidelity implementation of micro-time and STEM MicroSociety, and 8) technology-ensure continued/extended use of Eduphoria to support Assessment for Learning. Track plans & milestones for distributing and effectively using Google Chrome books.

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Schedule #14—Management Plan		

County-district number or vendor ID: 137901-001	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Principal	Masters Degree from accredited college/university; valid certification in administration; TTAS/PDAS certification; three years experience of supervisory/administrative experience; two years classroom teacher
2.	Director for Instructional Services	Masters Degree with emphasis in education; valid Texas Teaching Certificate; five years teaching experience, valid certification in administration
3.	Project Director	Masters Degree from accredited college/university; valid certification in administration; three years experience in administration; at least two years experience in management of state/federal grants
4.	Redesign Partner - MicroSociety	Proven track record on best instructional practices; at least 10+ years in the education setting and Proven successful program in elementary and secondary schools
5.	MicroSociety Coordinator	Masters Degree from accredited college/university; valid certification in administration by TEA; three years experience in administration; at least two years experience in classroom

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.	Alignment Teams establish distributed leadership & engineer progress.	1.	Establish 8 alignment teams	8/01/2017	9/15/2017
		2.	Alignment teams implement improvement strategies	9/15/2017	5/31/2019
		3.	Alignment teams collect/evaluate data	9/15/2017	5/31/2019
		4.	Quarterly evaluation/redesign reports	10/15/2017	5/31/2019
		5.	Teams revise/improve/engineer strategies.	9/15/2017	5/31/2019
2.	TIP/CIP process improves Prof. Development, Curriculum, and Instruction.	1.	SQR&R and CI&A team members identified	8/01/2017	8/30/2017
		2.	TIP developed by CI&A team and approved by CLT.	8/30/2017	9/30/2019
		3.	CIP developed by Micro Coordinator, CR&R team.	8/30/2017	9/30/2019
		4.	Quarterly data collection/evaluation	8/01/2017	5/31/2018
		5.	Year 2 TIP and CIP plans developed, implemented.	8/01/2018	5/31/2019
3.	Implement Restorative Discipline & MicroSociety Citizenship.	1.	Micro-Society introductory training for students	9/4/2017	11/4/2019
		2.	Write and approve constitution	10/4/2017	11/4/2017
		3.	Restorative Discipline Training for staff, students	9/4/2017	12/4/2017
		4.	Select /train student peacekeepers, judges	12/4/2017	12/22/2017
		5.	Implement restorative discipline.	1/2/2018	5/31/2019
4.	Establish Ventures, Agencies, Micro Time, and Market days.	1.	Bi-monthly Micro training for teachers	9/4/2017	5/31/2019
		2.	MicroSociety institutions established	9/4/2017	12/22/2017
		3.	Recruit community mentors.	9/4/2017	5/31/2017
		4.	All students choose a Venture or Agency	11/4/2017	12/22/2017
		5.	Implement daily Micro Time, regular Market Days.	9/4/2017	1/2/2018
5.	Use new Google Chrome books in classrooms; and STEM Micro Ventures/ Agencies	1.	Purchase Chrome books	9/4/2017	10/06/2017
		2.	Technology Committee plans Chrome book use	9/4/2017	10/06/2017
		3.	Engineer Chrome book use: Pilot in 1-4 classrooms	10/06/2017	12/22/2017
		4.	Scale up school wide chrome book use	1/2/2018	5/31/2018
		5.	Evaluate & revise chrome book implementation	1/2/2018	5/31/2019

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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: 137901-001	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.

Kingsville ISD has implemented MicroSociety at all four elementary campuses, the intermediate campus and will be implementing at the middle school in 2017-2018. The district commitment to this educational setting continues to grow with the students, and this group will be the first to experience the MicroSociety agencies aligned with the needs assessment committees. The students, for the first time, will have a genuine opportunity to shape their learning environment, a mindset shift not easily undone, fundamentally altering the district culture both now and in the future. The commitment to the T-STEM Academy and ECHS at H. M. King High School, the HMHS focus on STEM simultaneously prepares students for the rigorous instruction and provides them with the instructional fortitude necessary for future success. Over the past few years, resources and systems have been aligned to improve student success on EOC STAAR, and as noted elsewhere, that approach has not produced any significant improvement in overall scores. This systemic shift will produce self-directed leaders as opposed to passive learners. A learner who has experienced a system where expectations are high, educational experiences are relevant, and teachers are well-trained will prepare students to be college and career ready graduates and will in turn, benefit the community.

The most consistent research finding about school district effectiveness is: *Districts must maintain a strong focus on improving instruction and raising standards and achievement by supporting principals to become instructional leaders (Habegger, 2008).* By this standard the Kingsville Independent School District will ensure its implementation of the intervention fully and effectively by incorporating the components below: 1. Develop a collaborative partnership among the district, the principal and the Campus Instructional Leadership Team. Kingsville ISD district office staff and principal will build relationships that support the need and focus on school improvement to lead the school to success. The

Schedule #15—Project Evaluation	
County-district number or vendor ID: 137901-001	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.	Track student achievement through state-administered tests	1.	STAAR-EOC Satisfactory or better increases to 65% within 2 years
		2.	TSI-Complete increases to 50% within 2 years
		3.	Year 1 & Year 2: STAAR improvement for each major demographic group
2.	Evaluate school culture through naturally occurring data	1.	Cut discipline incidents in half within 2 years.
		2.	Double parent participation in monthly informational meetings within 2 years
		3.	80% Micro Ventures /Agencies have active community mentor(s),w/in 2 yrs.
3.	Evaluate school culture through surveys	1.	< 20% of students/ teachers report "don't care" student attitude within 2 yrs
		2.	>70% of students report that students respect each other.
		3.	By end of 2 yrs, >90% of students and faculty report they belong to HMHS
4.	Improve teacher satisfaction and competence, as indicated by staff behavior & surveys	1.	Retain 80% of 2018-2019 faculty to the start of the 2019-20 school year.
		2.	By Dec., 2017, >80% of tchrs participate in Alignment Team of their choice
		3.	>90% of faculty feel they have a voice in school decisions, within 1 year.
5.	Alignment Teams & Evaluator engineer iterative improvement through formative eval. cycles	1.	Interviews, observations & surveys document effective use of chrome books
		2.	PLCs and PD rated effective by surveys; strategies implemented
		3.	High rating on Micro Fidelity instruments; student motivation increased

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

The district's vision for improving HMHS is to build on improvements in instruction and professional development and implement lessons learned from recent TIP/CIP implementation, while improving school culture by implementing a MicroSociety school wide. Effective implementation of program elements will address needs established by the CNA, as described in schedule 13 and achievement of project goals described in Schedule 5 and in the above table, rows 1-4. Short and medium-term formative evaluation will focus on the type of "engineering" data collection, described in row 5. Dr. Steven Kramer of The 21st Century Partnership for STEM Education will work with school staff to collect the data outlined in rows 1-4, and prepare an interim report at the end of Year 1 and a final report at the end of Year 2. Consistent with the project's distributed leadership model, the 8 Comprehensive Need Assessment teams described in Schedule 13 will transition to School Alignment teams, and together with the site MicroSociety Coordinator they will conduct the bulk of the formative evaluation described in Row 5. They will plan program elements and identify intended results, collect data on whether those results occurred, evaluate the results, plan next steps and plan evaluation of those next steps, implement and evaluate the next steps, etc. through a continuous improvement cycle. Dr. Steven Kramer will oversee the evaluation effort, meeting virtually at least bi-monthly with each alignment team. Whenever practical, school staff will also enlist the support of student-led MicroSociety ventures and agencies to collect data. The iterative improvement cycles will focus on three types of analysis: 1)Testing the effectiveness of newly designed program elements on a small scale. For example, the Technology Team might pilot in 1 or 2 classrooms a procedure for having students use Chrome books for internet research assignments, observe whether students engage in the activity and learn what is anticipated, revise, and retest the assignment; and 2)Confirming the roll-out and effectiveness of program elements. For example, the Technology Team might collect survey, interview, or observation data to evaluate the use of Google Chrome books, the site MicroSociety Coordinator will use a MicroSociety walkthrough instrument to confirm high-fidelity implementation of student Ventures and Agencies; the Curriculum and Instruction team might observe whether milestones described in the TIP and CIP are being met. 3) Evaluating whether program elements are achieving intermediate effects that lead towards program goals. For example, the School Organization team might survey teachers to see whether they feel they have an adequate voice in school decisions—and if problems are identified, follow up with interviews to see why program elements are not achieving the desired results. External Evaluator will provide next steps.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 137901-001	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.

As an Improvement Required (IR) campus, HMHS has systems in place for the "construction," "maintenance," and "repair" of a Targeted Improvement Plan (TIP) based upon EOC STAAR data and aligned to the Critical Success Factors mentioned in Schedule #13 – Needs Assessment. Regardless of the rating HMHS receives this year, the district has already decided to continue to work with a Professional Services Provider (PSP) and assign a District Coordinator for School Improvement (DCSI) to the campus to continue the Targeted Improvement Plan process.

With the changes in the way student data is analyzed (explained in detail in Statutory Requirement 1b), the process for crafting problem statements and creating attainable goals based upon student data will be a much more precise and refined process.

Where the process will differ somewhat this year is in regards to implementation and monitoring portion of the plan.

With the idea of using creating systems that will redesign the school to be a college and career ready MicroSociety campus, the interventions can be much more creative and redesign-based. One of the most important steps of this process will be to take the milestones and activities in this grant and align them with the Targeted Improvement Plan (TIP) and the campus procedures that monitor its implementation. Since the campus is already familiar with calendaring interventions through a TIP, doing the same thing with grant milestones will not be an obstacle. When crafted, the TIP will then need to be incorporated into the Campus Improvement Plan (CIP), so that there is uniformity between grant, TIP, and CIP to ensure that all activities are implemented with fidelity.

Another difference with the grant is the utilization of the MicroSociety Alignment Teams and the student agencies that work with them. While student ventures are the TEKS-based projects made available to other students and public, becoming the basis of the economic system of a MicroSociety, the student agencies will work with the existing CNA committees (who will become the MicroSociety Alignment Teams) to provide voice and input in the running of the campus. For example, the existing Student Achievement CNA committee will align with the Student Leadership Team to provide student perspective on campus improvement from the achievement perspective. As the campus undergoes redesign and the MicroSociety comes into being, the existing HMHS structure will undergo a transformation reflecting the STEM MicroSociety concept. Furthermore, teachers will be have attained Masters Degree in content areas and also provide dual credit program that will provide college and career ready graduates. Each year, MicroSociety, Inc. school staff, students and parents will collaborate to identify a Common Focus (e.g., improving mathematics learning; reducing bullying), which flows from the Campus Improvement Plan. Teacher Alignment Teams and their student counterparts, classroom teachers and MicroSociety, Inc. ventures and agencies then develop specific plans to address the common focus.

The yearly and quarterly goals of the Targeted Improvement Plan will leave the bounds of the unprintable spreadsheet and spread across the campus with the students and teachers knowing exactly how the campus is progressing towards the quarterly goals. This collective ownership of the plan will allow the TAIS process to produce real improvement in student success.

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

One of the changes to district support over the last year is a change to the way the district collects, analyzes, and makes instructional decisions based upon student data. Teacher Alignment Teams and their student counterparts contribute to monitoring the impact of strategies assumed by the school. Title I campuses create rigorous six weeks exams that focus primarily on Readiness TEKS and are administered by all teachers in each grade and subject area. Once a semester, a full-length EOC STAAR Benchmark is administered on the campus early enough so that instructional decisions can be made in the best interest of the student. Teachers immediately can see results broken down by score, EOC STAAR Reporting Category, and TEKS at a student, teacher, and campus level through the district data-management system. Once the results (either benchmark or six weeks exam) are uploaded, the district provides an accountability projection that mirrors the one provided by the state with subject area breakdown across the indices. More importantly, however, each campus is provided with a list of students who are "bubble" for each of the subject areas and student groups and the number of questions that each student will need to improve in order for the campus to meet each of the indices. As more campus data is gathered, the goals originally set during the Targeted Improvement Process are adjusted to reflect trends in student success. This allows campuses to continue to set attainable goals throughout the school year. This process is automated through a locally developed spreadsheet and will be adjusted to reflect the latest changes to the accountability system. All data gathered from assessments for each of the campuses is discussed during the Principal and Assistant Principal Instructional Leadership Seminar (ILS) that occurs once every six weeks for each group. During this time, the campus administrators are taken through the results so that they have a thorough understanding of how assessment scores (especially with the student groups) are compiled so that the information can be taken back to the campus where PLCs provide the setting for instructional growth. In addition, the MicroSociety, Inc. Leadership Team will be composed of the heads of the other Alignment Teams and will be responsible for ensuring that each team's goals and objectives align with the School Improvement Plan and the MicroSociety, Inc. Common Focus and that they deliver on their chosen tasks delineated in the grant proposal to ensure overall success.

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.

Kingsville ISD has recruited, screened and selected the **external providers** that are experienced and have an independent perspective to help H.M. King H.S. build successful programs. Hassel and Steiner (2014) state "you should insist upon services that are aligned with established goals, part of a long-term strategy, customized, research-based, and capacity building. These five quality factors set the ground work for outside help that will really make a difference in student achievement."

Whereas, Kingsville ISD has utilized the five characteristics in the selection process of the external partner: 1) Aligned with established goals, 2) Part of a long-term strategy, 3) Customized Research based and 4) Capacity building. KISD sought a model with a track record of increasing instructional relevance and engagement for students and teachers. Leadership researched different models, narrowed their choices and ultimately visited schools implementing the MicroSociety, Inc. model. After two years of experience working with MicroSociety, Inc. KISD and HMHS are confident in the model's alignment with KISD goals and MicroSociety's ability to customize its services to meet the academic, social, and emotional needs of HMHS students, staff and families/community.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 137901-001	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.

Kingsville ISD and H.M. King HS leaders recognize that raising student achievement requires allocation and alignment of the necessary resources; money, people and time; to support school level improvements. Kingsville ISD will continue to provide H.M. King HS with equitable and adequate resources along with the flexibility to use the resources to implement new structures, programs and instructional strategies to improve student outcomes. Kingsville ISD continues to move forward with quality instruction by adopting an equity formula for all campuses. Supplemental services for the needs of the at-risk child will be designated:

- Enrichment Courses
  students with identified needs
- Extension Program
  Providing students with a low teacher student ratio to provide supplemental resources and instruction for the child most at need
- Title I, Part A Campus Allocations
  Supplemental resources will be continued/sustained
- Credit Recovery Programs
  Provide students with opportunities to regain credits to ensure they graduate on time

H.M. King HS will identify the at-risk student group with the greatest academic need. Resources will be made available through state, local and federal resources to publicize teachers and students with professional development training; high yield teacher delivery strategies and supplemental resources and materials.

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.

Teaching and learning are the core functions of every school, so nothing matters more to Kingsville ISD than principals' and teachers' effectiveness in building a high quality instructional program and a learning environment that motivates, engages and supports student learning. While federal and state policies can influence schools' choices about teaching and learning it is the Kingsville ISD's priority to structure and implement an individual/office with the responsibility for supporting the campus school improvement efforts. Kingsville ISD will play an essential role in bringing improvement to scale. H.M. King HS will be accountable for meeting a system of goals and a broad set of reform and support strategies that build the capacity of this school's leadership team and able to create and implement an effective reform agenda that H.M. King HS will call their own. Kingsville ISD will serve as the support to H.M. King HS in the undertaking of the **Redesign Operational Flexibility Plan.** The responsibilities of the Director of Instructional Services will include: oversight of the transformation process, ensuring responsiveness to the campus, providing a direct line of communication to the superintendent and other district leaders, and serve as a mentor to the principal. The roles and responsibilities of this individual/office will be as follows:

1. Ensure effective implementation of all components of the redesign process.
2. Communicate regularly with the campus leadership team.
3. Schedule meetings regularly with the campus and leadership team.
4. Remove all district barriers that might hinder the redesign process.
5. Provide support and feedback to the principal and teacher leaders when needed or requested.
6. Take an active role in problem solving with the principal and teacher leaders.
7. Attend campus leadership meetings.
8. Assist in the replacement and recruitment of qualified staff.
9. Assist in efforts to increase community and parental involvement.
10. Partner with campus to generate a positive school culture.
11. Attend required trainings.

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

County-district number or vendor ID: 137901-001	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.

In order to address the three primary challenges facing HMHS – academic success rate, community perception, and staff turnover – the following strategies will be employed: **Distributive Leadership -** For the redesign of HMHS to both succeed and sustain itself, the campus will apply the principals of distributive leadership. Current campus systems are effectively independent of one another with the campus leadership team overseeing and coordinating those efforts. This has produced pockets of excellence that are usually the result of a few exceptional staff members approaching challenges from a different perspective. These results are rarely sustained, however, due to the lack of sustained interactions among these different groups operating as part of the campus. If the exceptional staff member should depart, then the excellence usually departs with them. At its core, distributive leadership demands that the systems form interdependence, instead of independance dnce among the campus systems (Harris, 2014). Due to this interdependence, each of the systems will require strong leaders, effective communication, and systemic efficiency. As the MicroSociety grows on the campus, the agencies will become integrated into these coordinated, interdependent campus systems producing student voice and buy-in. Teachers will be provided the necessary supports through the PLCs and MicroSociety committee meetings to grow as campus leaders in addition to their skills as teachers. These new systems will be sustained by systemically growing new leaders as others depart. **Differentiated Instruction (DI) -** To an outsider looking at HMHS's historical data, one might mistakenly presume that the campus would need to concentrate solely on EOC STAAR scores. This simplistic approach does not produce results. The students who make up HMHS cover the entire range of each of the components of student success. Even student who have struggled academically show pockets of exceptionality. In order for each student to grow each of their unique gifts, a system differentiated instruction will be employed campus-wide in order to prepare students to be successful learners both now and in the future. MicroSociety ventures and agencies allow students to take their educational successes into a real-world setting. Teachers will need to be trained on how to use DI to foster independence and educational responsibility for each of their students. For this to work well, each of the content areas will need to employ cross-curricular, project-based learning that would mirror the interdependence of the distributive leadership model that the campus will be employing. In order to make the learning relevant to each of the students, teachers will become the students' GPS to the world, helping them navigate the infinite store of information that lies in front of them. This influx of information will allow students to truly discover the possibilities for growth that lay before them. **Restorative Discipline -** With the interdependence of leadership and learning noted above, any moment that a student is not learning, be it because of distraction or punishment, affects all of those around them. At the same time, no assistant principal can micromanage every single action of every single student. For all students to be engaged in HMHS's MicroSociety, a system of Restorative Discipline will be put in place. This system focuses on a cultural shift rather than a response to negative student behavior. Restorative Discipline is a prevention-oriented approach that fosters accountability to resolve school conflict such as bullying, truancy and disruptive behavior. This system will show to students, on a very individual level, their importance in the interdependent systems that will be implemented in the school. It will show them their value and once there is an understanding of that value, set into place a level of individual accountability, allowing teachers the ability to facilitate the student learning on an individual level because they do not have to be continuously shifting their focus to redirect off-task behavior. In MicroSociety, Inc., disputes among students are meted out by the students themselves. By creating their own constitutions and laws, signing their own Citizenship Contracts, instituting their own Peace Keeping Officers and Court Systems students adjudicate dispute themselves, increasing their motivation and engagement. With the three systems, student success rates will improve because they will learn how to learn in their own unique ways and hold themselves accountable for that learning. With MicroSociety ventures demonstrating learning across the community, students will return to the school they belong. The staff will have their voice heard and they're hard work validated through success, and should any need to leave, the system will be sustained and continue with the next leader in place. With appropriate guidance, students will find deeper intrinsic motivation for learning and develop the behaviors supportive of learning by participating in the society they co-create and manage. Students experience a new sense of feeling connected, a sense of belonging and a confidence in being liked, respected and valued.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 137901-001	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.

2016 Accountability - Kingsville ISD has a total student population of 3440 students spread across four elementary campuses, one intermediate, one middle, one high, and one alternative campus. The district Met Standard in 2016, meeting Index 2, 3, and 4. Three elementary campuses earned distinctions: Harrell in Academic Achievement in ELA/Reading and Mathematics; Harvey in Academic Achievement in ELA/Reading, Mathematics, and Post-Secondary Readiness; and Perez in Academic Achievement in ELA/Reading and Mathematics, Top 25% Closing Performance Gaps, and Postsecondary Readiness. Of its eight campuses, five were classified as "Improvement Required," with H. M. King as a third year IR; Pogue Options Academy, HMHS, and Kleberg Elementary as second year IR, and Gillett Intermediate as first year IR. There were 62.5% of the campuses in "Improvement Required" and 2249 (or 65.4%) of students attending an IR campus. **Improvement Actions** - Beginning the 2016-2017 school year, the intermediate, middle, high, and alternative each had a principal entering their second year on the campus. Recognizing the need for effective leadership, the district moved the principal from the elementary receiving four distinctions to the elementary campus in IR. In addition, the district employed a new Director of Instructional Services. To grow leadership throughout the year, every six weeks the district conducted a Principal and Assistant Principal Instructional Leadership Seminar. These sessions included mini sessions on instructional practice, accountability, and any other sessions that were deemed important to academic success. In addition to these mini-sessions, campuses were presented their data and most-up-to-date accountability projections based upon the most recent assessments. This transparency allowed conversations among the administrators and new ideas for creating systems that fostered student success. The third component of these sessions was classroom walkthroughs using the new T-TESS instrument. This allowed calibration throughout the year, focuses on the appropriate vocabulary, and balanced the cold numbers of accountability with the warmth of the students of KISD. In examining the CNAs from the campuses, there was a perceived deficiency in the district curriculum in regards to the day-to-day lessons being taught by teachers. The district addressed this deficiency by instituting a system of district wide professional development sessions with the goal of curriculum alignment of TEKS and creating engaging lessons using a combination of curriculum consultants from successful schools from the Rio Grande Valley, and Region II Education Service Center consultants. The goal of a strong curriculum with engaging lessons continues during the summer with teachers putting in valuable time to continue the project. KISD's vision is to move schools to high fidelity MicroSociety, Inc. implementation. School board members, PTO and the City of Kingsville unanimously support the design and contribute to the success. The City of Kingsville Mayor holds Summits with the MicroSociety mayors to explore challenges of leadership and increase citizenship engagement. Partners meet with Texas A&M University – Kingsville to explore strategies to continue to meet the learning needs of the citizens. Three to five days a week, one class period is dedicated to "Common Micro Time" for the entire school; a robust opportunity for students to embark on self-directed inquiry, integrate content area knowledge and apply learning in both pragmatic and innovative ways. This is achieved by shortening content area instructional blocks by a few minutes. All students, regardless of age or ability, transition from their grade level classrooms to the societal ventures/agencies in which they are employed. Students assume various roles as they might in the world outside of the school, such as lawmaker, court officer, business owner, web developer, museum curator, newspaper publisher, blogger, environmental activist, theater producer, personal trainer, and banker. Students have wide latitude in pursuing roles they find most fulfilling. Each role is subject to evaluation and review using a range of rubrics. Students are empowered to launch ventures, create products and services, and use the society's internal currency to sell them to fellow Micro Citizens and visitors. They interface with business, civic, and industry leaders from their community and beyond, using the latest technological platforms to connect. Meanwhile, Teachers ease into their roles as across-grade facilitators and in the classroom, integrate MicroSociety experiences with core academic subjects, providing students rich opportunities for curriculum application. Additionally, ELL students have experienced measurable growth in their demonstrated speaking/literacy abilities when immersed in the *MicroSociety* learning environment even for short durations, such as in the case of an OST Saturday or summer program. These students amass vocabulary at a rapid rate out of necessity through indirect instruction. Taking on such societal roles as translators, tour guides, museum docents, and diplomats provides authentic practice for bilingualism. In particular as they choose career pathways it will entice more societal roles and will benefit.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 137901-001	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.

Teachers and students bring their joint Micro Time experience with them into the classroom. They seize opportunities to connect instruction to Micro-Time activities and to the community. Students are more willing to take responsibility and teachers are willing to let go of some authority and trust students to be autonomous. Student attendance improves, there are fewer discipline problems, students are more engaged, and classroom activities provide more opportunity to make connections and engage in higher order thinking. For example, in social studies class students might discuss how the American colonists' feelings about taxes levied by the British government compares to their own feelings about taxes levied by the Micro government. In the MicroSociety model, community partners are integral to the development of the school-based society and play a critical role as advisors, brokers, consumers, mentors, consultants and "adjunct faculty" imparting critical and authentic from-the-field knowledge, skills, and habits of mind to the young students. For example, student bankers begin with basic checking and savings accounts, but with support from community bankers advance to credit and debit cards, loans and cloud banking. Student law enforcers learn the purpose and function of their responsibilities from local law enforcement agents. Student entrepreneurs learn about the process of innovation and the acquisition of venture capital from local entrepreneurs. These real world counterparts not only bring authenticity "to the job" but also moreover help connect academic content with authentic pursuits. Community mentors help students settle contractual disputes and figure out how to turn around an unprofitable business while scaffolding student problem solving as needed. By participating in a microcosm of a modern society and economy, students develop skill and perseverance in applying school knowledge to solve linear problems. They gain civic aptitude, social awareness and global respect. **Campus Comprehensive Needs Assessment** - The CNA, constructed from committees composed of HMHS faculty members listed the following as priorities: greater voice in decision-making, improving student and staff attendance rates, greater access to technology, greater relevancy in professional development sessions, improved focus during PLCs, incentives for both teachers and students, expanded recruitment efforts for new teachers, development of more programs for parental involvement, and increased opportunities for input for all stakeholders. **Stakeholder Involvement**-MicroSociety, Inc. is not a change based upon the vision of one person. Instead, it grows from all stakeholders to become something unique to that campus. MicroSociety, Inc., who has experience working with its creation, including knowledge of common barriers facing campuses working with this system, provides a program specialist. The MicroSociety, Inc. Coordinator, administrators, and teachers, an initial training is held to calendared its creation. This creation is not given to the students completed. Instead, students build their society from the ground up, including the naming of the society and the ratification of a constitution. This is a process that involves the community and parents, and when the society is launched, all media is invited to the signing ceremony. What is going to make the MicroSociety, Inc. of HMHS differ from the rest of the other campuses is the focus on aligning instruction towards STEM and providing all of the tools necessary for this innovative and engaging instruction. **Education Plan**-The two primary professional development sessions as it pertains to education will be differentiated instruction and project-based-learning. The campus's existing PLC will undergo the redesign from a subject-specific community to one that is a cog in the overall educational experience of the campus. The MicroSociety, Inc. Coordinator will be the linchpin across the PLCs, allowing implementation of cross-curricular project-based learning and MicroSociety, Inc. ventures. In order that all learning and projects result in measurable success, the campus will continue to utilize rigorous six weeks and benchmark assessments with data disaggregation to campus, grade, teacher, sections, student group, and student. **Talent Plan** - Professional development sessions on MicroSociety, Inc., differentiated instruction, restorative discipline, distributive leadership, and technology integration will be provided and support provided through PLC sessions. The distributed leadership model, various groups of teachers will become instructional experts on the different components of the redesign of the school so that they can become "trainer of trainers" in various systems and strategies, building sustainable instructional model for the future. **School Culture Plan**-In the CNA, the teachers wanted voice. By implementing an interdependent model of leadership, not only will teachers have a voice in the running of the campus, there will be an increased emphasis on communication among all campus groups. The use of MicroSociety, Inc. agencies as part of the redesigned leadership structure will open up a continuous communication with students not only about content but the context of how that content is delivered, shared beliefs of the value of the individual, importance of all stakeholders, and personal responsibility and integrity will be fostered to its maximum potential.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 137901-001	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.

Of the three models available, the **Turnaround Model** was the only viable choice, especially since all signals point to a turnaround already started. Recognizing the urgency of the situation as part of a second year IR campus, the principal instituted several changes that have already produced positive effects.

The campus administrators were refocused towards improving instruction as their most important responsibility. With that in mind never was a PLC left without a member of administration present and helping guide all conversation and planning in the appropriate direction with student success in mind, modeling effective leadership for the departments to witness. This modeling is the precursor for distributive leadership and the next step will be for the administrators to remain present but allowing teachers to lead PLC meetings while providing needed support to the teachers.

The principal recognized that for HMHS faculty and leadership to be effective, they had to possess both instructional competence and a positive attitude. In the past, those members who had only one of those two components were allowed to remain on the campus, leading to dissention among the ranks and stemming the growth of a forward-thinking campus culture. Recognizing the importance of a quality staff, the administrators supported the teachers and offered as much additional training and mentoring as they could in order to provide opportunities for professional growth. However, if no amount of support produced an improvement in the two critical components, conversations resulting in a mutual separation between teacher and HMHS were held so that the right type of instructor was in place for the turnaround.

The HMHS teachers and administrators worked together in aligning the curriculum around a set of engaging instructional strategies that would maximize use of instructional time and minimizing time spent on activities not producing results. As the time for EOC STAAR approached, teachers used data to work with the students' individual needs. As of now, the campus is projected to meet standard this year, rewarding the hard work of all members of the campus.

By choosing the Turnaround model, the campus can take the hard work that occurred over the last year and build a sustainable momentum towards campus success.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 137901-001	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 rational for choosing the selected implementation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **Whole-School Redesign** makes the most sense for HMHS. The big ideas of this redesign: MicroSociety, distributive leadership, restorative discipline, and STEM are all major undertakings that will require the thought and skills of an entire faculty supported by district leadership. More importantly, though, none of these ideas lend themselves to a phase-in approach.

The birth of a MicroSociety that occurs across the campus. It is a time-consuming, complex process because it is the students themselves who design their society. As part of the growth process, the adults have to give room for the students to expand their horizons and learn from mistakes during the planning process. To some, it might seem to be possible to just give the students a complete constitution and set of rules to follow. But for true student ownership to take hold, it must, like any child, go through its growing pains. MircoSociety students will acquire traits such as citizenship, empathy, and grit necessary for college and career. "We need to prepare our students to be adaptable and flexible to meet a future in which the only constant is change (Herr, 2017)."

But if students do not learn how to take responsibility for their own actions, and accept that they are part of something important, the society will take longer to come into being. For it to work well, a system of **Restorative Discipline** will teach students their own worth as part of the society, encouraging greater buy-in from students who sometimes are reluctant to become truly part of the campus.

In most ways, a MicroSociety is the student version of distributive leadership, with interdependence among all of the systems that will eventually become HMHS. While the students will be in the process of being guided towards the creation of their society, the school itself will be undergoing a simultaneous change in the way it is being led. Teachers will be taught how to be campus leaders, accompanied with a set of responsibilities, as existing campus systems are re-aligned to this new system of distributive leadership.

With the influx of technology, the campus will have the opportunity to focus instruction towards STEM. While it is easy to envision STEM occurring in the math, science, or technical application classes, for STEM instruction truly to take hold, it must be part of all instruction and partner with the existing Career Technical Education Program. By training teachers in project-based-learning, students can maintain their focus as they go from instructional setting to instructional setting. Too often, students have to cognitively readjust themselves as they go to each class, believing that thought processes in an English class is different from a science class. By integrating the curriculum and using the latest tools, students can learn how learning is not isolated to a particular book, teacher, or class.

For each of the four big ideas listed above, it will take as many minds as possible working together to make it function. By choosing the Whole School Redesign, it might make the task seem more daunting, but with the right plan, central office support, and a series of milestones with the leadership effectively distributed, the system can be put into place to produce a huge jump in student achievement.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 137901-001	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.

Kingsville ISD will serve as the catalysis for the redesign operation flexibility plan. Kingsville ISD believes that the redesign operational flexibility plan will require sizeable investment of thought and time. To connect all these elements the stakeholders that have been involved are to continue to focus on instruction, human capital, family and engagement and continue to strive on the expectations for accountability. The plan is to continue to highlight the importance of and interaction between each actor in the system, including students, teachers, classrooms, parents and community members.

Turning H.M. King High School will necessitate doing something dramatically different that will improve teaching and learning. It will require a multifaceted approach that will provide HMHS with strong leaders and teachers, the tools and structures to implement frequent progress monitoring, and the flexibility and support for school personnel to intervene appropriately and quickly. Pursuing the redesign operational flexibility plan will require close connection and alignment from the district level to the school level. Kingsville ISD may have to restructure policies and practices to meet the immediate needs of HMHS to increase effectiveness. Kingsville ISD will be an important factor in the redesign process because its ability to coordinate many different areas. The essential elements that will be needed to raise student achievement are:

- Clear and rigorous curriculum standards;
- Comprehensive human capital strategies;
- Research based instructional practices and clarity on high quality student work;
- Comprehensive Performance management and accountability systems;
- Positive stakeholder relationships; and
- A culture of trust, high expectations and transparency.

These elements are pivotal and must be present with leaders and teachers in HMHS and Kingsville ISD. Instruction will not change without rigorous standards or clear expectations around teaching and learning. Kingsville ISD will create the drive and will do things differently, provide flexibility and ease to tailor solutions to specific problems and build the capacity of the actors in the Kingsville ISD system to leverage flexibility and innovation.

Kingsville ISD will continue to outline clear goals, maintain focus, connect the essential redesign elements and balance autonomy and accountability and the conditions to operate a redesign operational plan will be scalable and sustainable success.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 137901-001	Amendment # (for amendments only):

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

☐ Planning and Implementation

☒ Implementation Only

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

The campus will choose the Implementation Only option. With the campus already showing signs of improvement, it is more feasible to utilize grant funding and training to build upon the momentum already started. Below are a description of activities and timeline necessary for full implementation.

Campus Grant Team – Team of teachers, campus administrators, and central office administrators met multiple times in order to craft the vision of the HMHS school redesign. The meetings established the purpose of the grant, available resources, and important portions of the grant application. The team then created redesigns ideas by examining the campus focus ("We want our students to be able..."), existing systems, challenges to focus, and ways to overcome challenges. The team filled each of these rows in and the ideas incorporated into the grant application. Throughout the crafting of the final grant application, the team was provided updates to ensure that the campus vision remained clearly visible in the final application.

Hold During the Year & Summer Trainings – the campus will be provided training in curriculum design, differentiated instruction, restorative discipline, distributive leadership, and MicroSociety implementation.

Design and Implement Alignment Teams – Redesigning the existing needs assessment teams, establishing meeting times, setting leaders, creating communication protocols among committees, and implementing a system of checks and balances/progress monitoring tools using the ideas gathered from the distributive leadership training will allow the campus to divide different components of redesign and allow campus principal to steer towards the final campus vision.

Craft HMHS Restorative Discipline Plan – One of the alignment teams will work with students and parents in taking the concepts of restorative discipline and applying it to HMHS. The faculty members of the committee will then become the restorative discipline coaches to provide support and PD to teachers throughout the implementation process.

Proceed with Creation of HMHS MicroSociety – The campus will work with the MicroSociety Coordinator and community/parent liaison to provide support to students as they create their MicroSociety and to keep parents/community involved and informed.

Purchase and Install New Technology/Equipment, and Train Campus Experts – As technology and equipment is purchased and installed, one of the alignment teams will work with KISD Instructional Technology Department and become trained in the use and integration of these new tools into the curriculum. This team will become technology coaches and provide support thoughtout the implementation process.

Establish First Benchmark Baselines/Certifications/Licenses – After campus takes its first benchmark, one of the alignment teams will receive training on advanced data disaggregation. This team will then work in PLCs to provide support in using the first benchmark to establish campus goals for success and working with the campus on using campus-based formative assessment results to provide interventions in between district assessments. In addition, certifications, licenses and dual enrollment hours will also be maintained and tracked.

Project-Based Learning/STEM (PBL) Training – The campus will hold trainings of PBL as part of the STEM. One of the teams will receive additional training and provide support during PLCs and become PBL coaches and provide support.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 137901-001	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 Kingsville Independent School District (Kingsville ISD) and H.M. King High School will take aggressive steps to engage parents and civic, business and political leaders in understanding campus achievement gaps and the range of solutions needed to prepare all students to succeed through the partnership with MicroSociety, Inc., a non-profit organization. Kingsville ISD and H.M. King HS believe it is essential for various community leaders to understand that students should be expected to excel in the rigorous academic core that historically has been accomplished only by a portion of students. Members of the community have been made aware that H.M. King HS needs assistance in linking learning to authentic activities and projects and to provide students with firsthand involvement in the real work of a career field. Kingsville ISD will partner with a school redesign partner, *MicroSociety, Inc.*, and the following MicroSociety Model will be implemented: 1) Cultivate Results Oriented Leadership – To deepen their leadership skills and knowledge of instruction, adult learning and change process in order to lead transformation and accelerate student learning; 2) Develop Culturally and Linguistically Responsive Instruction – To guide teachers to develop greater cultural proficiency to enable them to deepen their relationships with students, set clearer goals around what their students need to learn and to deliver deeply engaging instruction; 3) Leverage Data to Drive Instructional and Organization Improvement – To develop skillful practice of using data to diagnose needs, inform goals, and monitor the impact of new strategies to empower leaders and teachers to use data to guide their daily practice; 4) Build and Implement Robust Systems for Teacher Learning and Development – Design and provide high quality professional development opportunities for collaborative reflection and planning, as well as individualized coaching and feedback; 5) Lead for Educational Equity and Improve Outcomes for Vulnerable Children – Empower teachers to meet the needs of the community they serve; and 6) Create a Welcoming and Inclusive School – Engage Families and implement strategies to strengthen the school community to ensure that every family, student and staff member feels valued and respected.

MicroSociety has been cited by the U.S. Department of Education for its impressive results in serving children with high poverty and diverse ethnic background. MicroSociety has provided students with experience and improved academic achievement and improved attendance, behavior and attitude toward school. Long-term results are evident and this organization has generated a strong track record of impacting student outcomes. According to Hanover Research (2011), MicroSociety has been able to improve student achievement and has boosted student engagement, student teacher relationships s and community involvement. MicroSociety, Inc. has worked with over 200 qualified MicroSociety schools in over 40 states through its whole school reform and it's after school program, and maintained successful long-term relationships with over 60 school districts. MicroSociety, Inc. schools are located in all geographic regions of the United States and include 19% rural, 66% urban and 15% suburban schools. Thirty-eight percent of the students served have been in middle grades and 62% have been at the elementary level. Approximately 33% of the students currently served have been Hispanic 31%, African American 29% and other racial groups.

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 137901-001	Amendment # (for amendments only):

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

The campus will continue to use existing campus leaders and systems, but redesign and align their purposes to support the redesign initiative. Because this initiative will only succeed if all of the stakeholders have a voice in the redesign, the concepts of distributive leadership and interdependent relationships are present throughout the series of committees within committees. The campus administration during the Distributive Leadership training will craft the rules, responsibilities, checks and balances, and communication protocols prior to bringing in the entire CLT. The CLT will then help craft the PLC systems, and the cycle will continue until all systems are created. Every person will have a voice in the creation, maintenance, and use of the system to support the redesign.

Campus Administration – The current administration consists of the principal, two assistant principals and a dean of instruction. The team of administrators each has a particular department/PLC to which they are assigned. With the implementation of the redesign, the team of administrators will be tasked with coaching and providing support to teachers for them to assume leadership responsibilities as part of distributive leadership. These campus administrators, newly employed at this campus, have a realm of experience in the four content areas and have served as former content teachers and in capacity of instructional coaches.

CLT – The CLT currently consists of the campus administration and department heads. With the redesign the members of this team will be trained to assume leadership as committee chairs of the alignments teams that were formally associated exclusively with the yearly creation of the CNA. These teams will undergo a transformation and assume control over a set of MicroSociety agencies as well as major portions of the redesign. As alignment team leaders, the CLT will assume the task of coaching its members in the specific items assigned to the team. The team will be charged with provided support to the campus. Additionally, the alignment team will be responsible for reporting on a weekly basis back to the CLT the successes, challenges, and solutions so that every member of the CLT is aware of all components of the redesign.

PLCs – The campus PLCs are in addition to the teacher's planning period. It is during this time that teachers collaborate to ensure successful implementation of the curriculum and campus goals. With the members of the PLCs assigned to different alignment teams, all components of the redesign shall be present during PLC collaboration time. Although there is an administrator always present, with the redesign, it will be in a coaching/leadership support role in order to build the capacity of the department. In addition, the MicroSociety Coordinator will be added to the PLC teams in order to help facilitate TEKS-based ventures and the creation of STEM PBL activities that span multiple core content areas. Each administrator is assigned a content area and they represent the focus on continuous improvement. They embark in intensive reflection upon instructional practices and desired benchmarks, as well monitoring of outcomes to ensure success.

MicroSociety Alignment Teams – Formerly the CNA committees, these groups will be trained and tasked with a particular set of responsibilities that pertain to the needs of the campus. The committee chairs will ensure that the tasks of the committee are completed and also provide a communication line between the alignment teams and the CLT. As these teams meet, the members will be trained to become experts in their particular area of focus and provide coaching and support campus-wide so that the elements of the redesign will be able to overcome any challenges that should arise. The term "alignment team" references the MicroSociety student agencies each of the committee will be aligned (see below). Through these teams, HMHS students will be able to positively and directly impact the processes, systems, and culture of the campus where they are being taught, while being given a way to communicate with the CLT in a positive and supportive way.

Student Agencies – Each of these MicroSociety Agencies is aligned with a MicroSociety alignment team. Groups of students will be given time during the school day to work together to overcome real challenges that they face and use the skills gained during instruction in a "real-world" setting. The design of the agency mirrors the MicroSociety Alignment Teams, so the teachers will have the training and experience to help student's work collaboratively solving problems without conflict derailing the process. These agencies will also connect with the parents and community, creating a system of access to the campus and building a partnership between the MicroSociety and the community it.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 137901-001	Amendment number (for amendments only):

No Barriers

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

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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

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

Barrier: Gang-Related Activities

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

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Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

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

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