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	Place date stamp here.
Application deadline:	5:00 p.m. Central Time, July 13, 2017	
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	*[stamp]* RECEIVED TEXAS EDUCATION AGENCY 2017 JUL 13 PM 3: 40 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
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 #
Nacogdoches ISD	**174904**	**McMichael Middle School**	**NA**

Vendor ID #	ESC Region #		DUNS #
75-600219	**7 (VII)**		**0960286590000**

Mailing address	City	State	ZIP Code
420 S. Shawnee	**Nacogdoches**	**TX**	**75961**

Primary Contact

First name	M.I.	Last name	Title
Sami		**Kinsey**	**Assistant Superintendent of Curriculum and Instruction**

Telephone #	Email address	FAX #
936.569.5000, ext. 8863	**skinsey@nacisd.org**	**936.569.5745**

Secondary Contact

First name	M.I.	Last name	Title
Sandra		**Dowdy**	**Superintendent**

Telephone #	Email address	FAX #
936.569.5000	**sdowdy@nacisd.org**	**936.569.5745**

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
Sandra		**Dowdy**	**Superintendent**
Telephone #	Email address		FAX #
936.569.5000	**sdowdy@nacisd.org**		**936.569.5745**
Signature (blue ink preferred)			Date signed

[signature: Sandra Dowdy]

Only the legally responsible party may sign this application.

701-17-101-048

Schedule #1—General Information

County-district number or vendor ID: **174904**	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: **174904**	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: **174904**	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: **174904**	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.

DISTRICT VISION FOR IMPROVING LOW-PERFORMING SCHOOLS:

Nacogdoches ISD is led by a highly experienced Superintendent, Sandra Dowdy, who has served Nac ISD as Interim Superintendent for 8 months before being named to the Superintendent role in July 2017. Sandra has 40 years of experience at all levels of public education, including 28 years in district-level leadership and four years as Region 13's Texas Center for District and School Support. She is well positioned to lead Nacogdoches ISD in this School Redesign initiative and to ensure achievement of all objectives on time and within budget. This funding opportunity is a good fit for Nac ISD as it attempts to turn around McMichael Middle School. The district, its senior leadership team, and the leaders of McMichael stand together in focused intention that the learning community excels and is no longer recognized for its failures but for its successes. The bottom line is that Nacogdoches supports McMichael's success and will collaborate with school leaders, the Project Coordinator, and school staff to implement strategies and activities that work and get results.

For several years, McMichael Middle School's STAAR performance has lagged that of the district as a whole as well as the state, and minority students' scores—in particular, those of African American students—have lagged even further. The school now has a new Principal (as of July 2016) who is aligned with the district's vision for reform of the McMichael learning community, curriculum, staff commitment to excellence, and student achievement results. With an intensive School Redesign-supported focus on school improvement, Nac ISD is confident the school can exit its Focus School status by the end of the funding period and has designed the elements of this program to address multiple needs in teacher training and support, curriculum and instructional materials, parent and community involvement/support, technology integration, and a structured reward system for all leaders, teachers, and support staff at this school.

VISION OF PROPOSED SCHOOL REDESIGN

Selected redesign model: The joint district/campus school redesign planning team selected the **Turnaround model** to guide McMichael Middle School, and district and school leaders will not rest until their high expectations are fulfilled in reality. With support from much-needed School Redesign Pilot funding, they will deploy existing and new resources, including additional instructional and support staff, to accomplish their vision.

Selected implementation plan: McMichael Middle School will implement the Turnaround model **across all grade levels at once.**

Selected operational flexibility plan: Under the Applicant Assurance plan, Nac ISD assures TEA that the necessary operational flexibilities will be provided to campus leadership and the school redesign partner to fully develop and implement a school redesign. Operational flexibilities to be afforded McMichael Middle School's leaders include **staffing and calendars/time.**

Staffing: McMichael Middle School will add an Instructional Support Aide and a School Redesign Project Coordinator. Additional flexibilities include hiring instructional staff to support daily instruction, ensure effective Special Education and ELL modifications, collect and review student data, and provide on-site professional development as required, as well as in the newly structured bonus system, which recognizes and rewards teachers and others for their hard work and achievements. Over the two years of the grant period, grant activities, opportunities, and flexibilities will result in higher student achievement, meeting and exceeding state standards through the intentional and unrelenting application of high-quality, research-based professional development, curriculum, and instructional resources to turn the campus results around.

Flexibility with **Calendars/Time** will provide an extended summer program to supplement and extend the regular school year program and will be open to *all* students, regardless of their home language or academic ability.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 174904	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.

Qualifications of the proposed school redesign partner: Nac ISD has chosen **lead4ward** as its school redesign partner. This organization uses evidence-based strategies, tools, and processes to help schools realize change in leadership capacity, instructional effectiveness, teacher content knowledge, and educator skillsets. **lead4ward** is led by a highly experienced team of Texas-based expert educators, and Nac ISD has been working with them for the past two years to improve teacher quality and student achievement districtwide. *More information on this partner and the partnership can be found on pages 21 and 28.*

Anticipated student population: A large majority (79.4%) of McMichael Middle School's 704 students are economically disadvantaged; 22% are English-language Learners (ELLs), and 73.2% are considered at-risk of dropping out of school due to social, economic, and/or academic obstacles. Demographically, the student body is 27% African American, 46.3% Hispanic, 22.9% white, 1.3% Asian, and 2.1% of two or more races.

School leadership team: McMichael Middle School has a new Principal (as of July 2016) who is aligned with the district's vision for reform of the McMichael learning community, curriculum, staff commitment to excellence, and student achievement results. With an intensive School Redesign-supported focus on school improvement, Nacogdoches ISD is confident the school can exit its Focus status by the end of the funding period and has designed the elements of this program to address multiple needs in teacher training and support, curriculum and instructional materials, parent and community involvement/support, technology integration, and a structured reward system for all leaders, teachers, and support staff at this school. *Qualifications for the team are detailed on page 29.*

McMichael Middle School staff and students will have the benefit of support from the district's new Assistant Superintendent for Curriculum and Instruction. The school will also fund a full-time Project Coordinator to manage grant activities and report on project success as well as to provide direct services such as managing the after-school and summer learning programs, freeing school leaders from added job responsibilities and leaving them open to focus on teacher and student support and parent engagement.

School education and culture plan: The School Redesign planning team has thoughtfully and carefully designed a comprehensive school reform program that leverage existing foundations and extends leader, staff, and students learning to new heights. As the project progresses and school leaders gather and review feedback from teachers, staff, students, parents, and community members, they will have the opportunity to create new flexibilities to meet identified needs. Grant funds will support a wide variety of professional development, including training in data gathering and disaggregation from various diagnostics and assessments (STAAR and others); improving school climate through the next level of Positive Behavior training; and in extending the use of existing curriculum and technology resources, as well as effectively using new materials for reading, writing, math, and science.

School talent plan: Although Stephen F. Austin State University produces a significant pool of graduates and potential teacher applicants, the need for a more experienced, exemplary teaching workforce continues. Professional development to better equip instructors with the knowledge and skills to address students' academic and behavioral needs is a continual focus. The addition of an Instructional Support Aide to provide personalized assistance to students in the classroom, in small groups, and one-on-one, as appropriate, will greatly help increase student academic success. Grant resources will also provide for self-selected professional development for each teacher so they can match research-based, high-quality programs to their areas of individual need and interest.

CLEARLY DEFINED CAMPUS PERFORMANCE GOALS: The objectives for this School Redesign Pilot program are specified on page 15 and are aligned with the district goals, which are publicly available here: http://nacisd.org/inside_nisd/d a t a   r e p o r t s/proposed_student_outcome_goals_and_goal_progress_m.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: **174904**		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	$846,064	$63,336	$909,400
Schedule #8	Professional and Contracted Services (6200)	6200	$0	$123,000	$0	$123,000
Schedule #9	Supplies and Materials (6300)	6300	$0	$146,996	$0	$146,996
Schedule #10	Other Operating Costs (6400)	6400	$0	$64,420	$0	$64,420
Schedule #11	Capital Outlay (6600)	6600	$0	$188,375	$0	$188,375
	Consolidate Administrative Funds				☐ Yes X No	
Total direct costs:			$0	$1,368,855	$63,336	$1,432,191
5.776% indirect costs (see note):			N/A	$64,157	$3,652	$67,809
Grand total of budgeted costs (add all entries in each column):			$0	$1,433,012	$66,988	$1,500,000

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

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

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: **174904** | Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Cost	Implementation Cost	Total Budgeted Cost
Academic/Instructional						
1	Teacher			$	$	
2	Educational aide	1		$0	$32,480	$32,480
3	Tutor			$	$	$
Program Management and Administration						
4	Project director			$	$	$
5	Project coordinator	1		$0	$131,950	$131,950
6	Teacher facilitator			$	$	$
7	Teacher supervisor			$	$	$
8	Secretary/administrative assistant			$	$	$
9	Data entry clerk			$	$	$
10	Grant accountant/bookkeeper			$	$	$
11	Evaluator/evaluation specialist			$	$	$
Auxiliary						
12	Counselor			$	$	$
13	Social worker			$	$	$
14	Community liaison/parent coordinator			$	$	$
Education Service Center (to be completed by ESC only when ESC is the applicant)						
15						
16						
17						
18						
19						
20						
Other Employee Positions						
21	Behavioral Specialist			$	$	$
22	Title			$	$	$
23	Title			$	$	$
24	Subtotal employee costs:			$0	$164,430	$164,430
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay			$	$	$
26	6119	Professional staff extra-duty pay and stipends			$	$305,200	$305,200
		Bonus pay (all staff)			$0	$338,000	$338,000
27	6121	Support staff extra-duty pay			$	$	$
28	6140	Employee benefits			$0	$101,770	$101,770
29	61XX	Tuition remission (IHEs only)			$	$	$
30	Subtotal substitute, extra-duty, benefits costs			$0	$744,970	$774,970
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$0	$909,400	$909,400

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

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: **174904**	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:	$0	$0	$0

Professional and Contracted Services

#	Description of Service and Purpose	Planning Cost	Implementation Cost	Total Budgeted Cost
1	External Redesign Partner Support - lead4ward	$0	$30,000	$30,000
2	Digital Learning training for effective classroom integration of technology	$0	$7,500	$7,500
3	Online cross-curricular resources for research and content-related study	$0	$7,500	$7,500
4	Social Studies PD	$0	$6,000	$6,000
5	Science PD (ex: Region 7, Cody Freeman)	$0	$6,000	$6,000
6	Writing PD	$0	$8,000	$8,000
7	RLA PD	$0	$6,000	$6,000
8	Math manipulatives PD/training	$0	$6,000	$6,000
9	Positive Behavior PD/training--next level	$0	$7,500	$7,500
10	PD/training on various diagnostics, assessments, and data disaggregation to improve instruction	$0	$3,500	$3,500
11	"Mini-grants" for CONTENT-AREA teachers to use for self-directed PD - $1,000 each	$0	$30,000	$30,000
12	"Mini-grants" for ALL OTHER teachers to use for self-directed PD - $500 each	$0	$5,000	$5,000
13				
14				
b.	Subtotal of professional and contracted services:	$0	$123,000	$123,000
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$0	$0	$0
	(Sum of lines a, b, and c) Grand total	$0	$123,000	$123,000

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: **174904**		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: (see detail below)	$0	$146,996	$146,996
	Grand total:	**$0**	**$146,996**	**$146,996**

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

2 computers with docking stations for project coordinator & aide	$4,000
2 desks for project coordinator & aide	$3,000
"Mini-grants" of supplies and materials for classrooms as in-kind incentive pay for teachers; up to $500 per teacher x 40	$20,000
Supplies and materials for parent and community engagement: Family Math Night; Family Reading Night; Family Science Night; etc. (instructional materials, marketing materials/printing/postage, meeting costs, etc.) - $2000 per event x 4 per year	$8,000
Read 180 - Expansion to include ELLs and SpEd	$20,000
Supplies and materials for Saturday School instruction and enrichment (STEM and Literacy)	$19,310
Resources for after-school enrichment activities/educational clubs (gardening, drama, etc.)	$10,000
Miscellaneous Supplies	$62,686
TOTAL	**$146,996**

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

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: **174904**		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. *Out of state travel for up to 7 teachers per year to visit exemplary schools and attend regional or national conferences- assumes 3 days/3 nights*	$0	$51,778	$51,778
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	$	$	$
6413	Stipends for non-employees other than those included in 6419	$	$	$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	$	$	$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	$	$	$
	Subtotal other operating costs requiring specific approval:	$0	$51,778	$51,778
	Remaining 6400—Other operating costs that do not require specific approval (see detail below):	$0	$12,642	$12,642
	Grand total:	**$0**	**$64,420**	**$64,420**

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.

				2017-18	2018-19	TOTAL
In-state travel (mileage) for Principal, School Leadership Team, and Teachers to observe exemplary schools and classrooms in the district and for Mobile Parent Center activities in community-based locations				$1,000	$1,000	$2,000
In-state travel for up to 6 teachers per year to attend regional/state educational conference (ex: CAMT, and CAST and others)						
RT Mileage from Nacogdoches (estimated)	$160	2	1	$319	$319	$638
Hotel/lodging	$200	6	2	$2,400	$2,400	$4,800
Per diem	$51	6	2	$612	$612	$1,224
Parking/ground transportation	$100			$100	$100	$200
In-state travel for 3 staff to attend required school leadership trainings for grant - assumes 2 days/2 nights						$0
Mileage (assume RT from Nac to Austin) - 490 miles RT @$0.58/mile	$284	1	1	$284	$284	$568
Hotel/lodging	$200	3	2	$1,200	$1,200	$2,400
Per diem	$51	3	2	$306	$306	$612
Parking/ground transportation	$100			$100	$100	$200
SUBTOTAL IN-ST TRAVEL				**$6,321**	**$6,321**	**$12,642**

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 174904				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	tablets plus mobile charging carts	3	$12,500	$0	$12,500	$12,500
3	laptops plus mobile charging carts	10	$8,000	$0	$8,000	$8,000
4	General Science Labdiscs plus mobile charging cart	7	$10,125	$0	$10,125	$10,125
5				$	$	$	$
6				$	$	$
7				$	$	$
8				$	$	$
9				$	$	$
10				$	$	$
11				$	$	$
66XX—Software, capitalized						
12				$	$	$	$
13				$	$	$
14				$	$	$
15				$	$	$
16				$	$	$
17				$	$	$
18				$	$	$
66XX—Equipment, furniture, or vehicles						
19				$	$	$	$
20				$	$	$
21				$	$	$
22				$	$	$
23				$	$	$
24				$	$	$
25				$	$	$
26				$	$	$
27				$	$	$
28				$	$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)						
29				$0	$0	$0
			Grand total:	$0	$188,375	$188,375

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: **174904**	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	559	79.4%	2015-16 TAPR report
Limited English proficient (LEP)	155	22.0%	2015-16 TAPR report, ELLs
Disciplinary placements	22	2.8%	2015-16 TAPR report
Attendance rate	NA	96.2%	2015-16 TAPR report
Annual dropout rate (Gr 9-12)	NA	NA	McMichael Middle School is a 6-8 school.

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

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

Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	219	263	222	0	0	0	0	704

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Schedule #13—Needs Assessment

County-district number or vendor ID: **174904**	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.

For this School Redesign Pilot grant initiative to be successful, **Nacogdoches administrative and instructional leaders** formed a joint project planning team comprising:
- **District leaders:** Nac ISD Superintendent, Assistant Superintendent of Curriculum and Instruction, District Instructional Technology Specialist; and
- **School-based leaders and staff** (Principal, Assistant Principal, and selected lead teachers).

This team reviewed all district campuses on the Priority and Focus lists (2 on Priority, 3 on Focus of 11 schools, total— **45% of all district schools**) and selected Thomas J. Rusk Academy of Fine Arts and McMichael Middle School as individual applicants for this School Redesign Pilot. Two other campuses, Carpenter Elementary and Fredonia Elementary, are already receiving assistance under the TTIPS grant initiative. Adding TJR and McMichael will infuse Nac ISD with much-needed resources to take its district improvement efforts to scale.

The team members noted above met in various configurations **2-3 times weekly** in June and early July 2017 and consulted with district data personnel for the latest, most up-to-date demographics, socio-economic data, and test results to ensure that planning for this initiative reflected the needs of both schools' at-risk students, their parents, families, and teachers.

This comprehensive needs assessment process included a review of the following:
- The Nacogdoches ISD needs assessment process and resulting annual report, which captures data around eight strategies related to the Long-Term Strategic Planning process, prioritized on the likelihood of helping the district and campuses meet the STAAR and EOC accountability standards;
- TAIS improvement plan and a review of progress toward achieving TAIS goals;
- STAAR test scores;
- Additional assessment data from BOY,EOY assessments through iStation for Reading, district created assessments include: unit tests, Curriculum Based Assessments and a Benchmark-STAAR released test. DMAC (through Region 7) is our data analysis instrument.
- Internal review of local student achievement;
- Public Education Information Management System (PEIMS);
- TAPR data regarding special populations;
- Internal review of current academic program, gaps, and needs;
- Teacher and school leader evaluations;
- Internal review of available funding sources;
- Informal review of inventory (instructional supplies and materials, hardware/software, books and reading materials, etc.);
- Local demographic data, socio-economic status;
- Informal surveys/interviews with teachers, district and campus support staff; and
- Informal interviews with students, parents and business/community partners.

This application is for School Redesign of McMichael Middle School.

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Schedule #14—Management Plan

County-district number or vendor ID: **174904**	Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Coordinator (PC)	Bachelor's degree required; knows best practices for school turnaround and improvement; prior teaching experience; demonstrated organizational, time mgmt, and leadership skills; prior experience managing large state and/or federal grants preferred; bilingual (Engl/Span) preferred.
2.	Principal	27 years' experience in public education, including as a classroom math teacher, high school Assistant Principal, and Early College High School Principal. New principal on campus in 2015-2016. **See more detail on page 29.**
3.	Instructional Support Aide	Associate's degree required; at least 2 years of classroom support experience preferred; knowledge of Nac ISD's reading and/or math curricula, programs, textbooks, and materials required; participation in all Nac ISD reading and/or math professional development required
4.	External Sch Redsn Partner	Texas-based **lead4ward** will be the external partner for this project. The breadth and depth of their experience in leadership development, curriculum and instruction, and school culture—as well as the Region 13 ESC experience of the founder and lead staff—are well-suited to serving in this capacity. **Please more information on pages 21 and 28.**

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.	By June 2019, 64% of all students will approach grade level on STAAR Math.	1.	95%+ of all teachers partic in required math PD	08/28/17	02/28/19
		2.	All students at risk of failing math identified	09/30/17	05/01/19
		3.	Instructional Support Aide offers in-class and one-one-one (personalized) assistance	10/01/17	05/30/19
		4.	90%+ of at-risk students partic in math tutorials	10/01/17	05/15/19
		5.	75%+ of all students pass 1+ benchmark exam	11/15/17	02/28/19
2.	By June 2019, 68% of all students will approach grade level on STAAR reading.	1.	95%+ of all teachers partic in required rdg PD	08/28/17	02/28/19
		2.	All students at risk of failing rdg identified	09/30/17	05/01/19
		3.	Instr Sup Aide offers personalized assistance	10/01/17	05/30/19
		4.	90%+ of at-risk students partic in rdg tutorials	10/01/17	05/15/19
		5.	75%+ of all students pass 1+ benchmark exam	11/15/17	02/28/19
3.	By June 2019, 69% of 7th grade students will approach grade level on STAAR Writing.	1.	95%+ of all teachers partic in requ writing PD	08/28/17	02/28/19
		2.	All students at risk of failing writing identified	09/30/17	05/01/19
		3.	7th grade teachers offer writing clinics	10/01/17	05/30/19
		4.	90%+ of at-risk students partic in writing tutorials	10/01/17	05/15/19
		5.	75%+ of all students pass 1+ benchmark exam	11/15/17	02/28/19
4.	By June 2019, 47% of African American students will approach grade level on STAAR Math.	1.	95%+ of all teachers partic in required math PD	08/28/17	02/28/19
		2.	AA students at risk of failing math identified	09/30/17	05/01/19
		3.	70%+ of at-risk AA students attend Sat. School	10/01/17	05/30/19
		4.	90%+ of at-risk AA st partic in math tutorials	10/01/17	05/15/19
		5.	75%+ of at-risk AA students pass 1+ benchmark	11/15/17	02/28/19
5.	By June 2019, at least 50% of parents/ guardians will participate in at least one special family/ community event	1.	Project Coordinator spends 20% of time on parent communication and outreach	08/28/17	05/30/19
		2.	Outreach = calls, texts, and in-person communic	08/28/17	05/30/19
		3.	90%+ of parents contacted at least 2 x/month	08/28/17	05/30/19
		4.	School holds monthly involvement events (10+)	9/15/17	05/30/19
		5.	Coordinator sees increase in involvemt monthly	9/30/17	05/30/19

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: **174904**	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.

Nacogdoches ISD is committed to the **responsible implementation and sustainability** of this and every project it undertakes and realizes that this commitment extends beyond the resources to be acquired with grant funds to include a much broader range of **human, financial, infrastructure, facility, volunteer, and in-kind resources and support.** Managing resources effectively includes continually assessing, updating, and communicating the need for such resources and monitoring and adjusting project activities to bring them into alignment with these needs.

Increasing Capacity
McMichael Middle School leaders know that the key to success for at-risk students is high-quality teaching and learning. To attain the necessary student results, personnel involved in this School Redesign Pilot project will have access to best practices professional development to grow in the profession of teaching.

Nac ISD replaced the McMichael Middle School principal in May 2015. The end of the 2016-2017 school year was his second full year of campus leadership. The Principal will work closely with the new Assistant Superintendent of Curriculum and Instruction to strengthen teaching and learning so as to improve student academic success.

For this School Redesign initiative, professional development to **build and increase teacher/staff capacity** includes:
- Mentor teachers and related training for mentors and new/beginning teachers (0-2 years' experience);
- Training in various diagnostic and assessment instruments and data disaggregation to drive instructional improvements;
- Monthly planning/team-building (out of school time);
- Specialized professional development (PD) and related materials to increase student academic performance in math, reading/language arts, writing, and science (this includes attendance at professional conferences such as NCTM, NSTA, CAST, CAMT, and others);

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Schedule #15—Project Evaluation

County-district number or vendor ID: **174904**	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.	**QUANTITATIVE & QUALITATIVE:** Review of staffing (open/filled positions, retention, performance)	1.	All instructional and support staff positions filled by 08/01/2017
		2.	At least 85% of teachers perform satisfactory or above on their combined appraisals for 2017-18 and 2018-19
		3.	Teacher retention is 85% or higher by 08/01/2018
2.	**QUANTITATIVE:** Review of student data management system and teacher use	1.	All teachers trained in student data management
		2.	At least 95% of teachers use data to inform and personalize instruction
		3.	At least 95% of teachers use campus/district data management system
3.	**QUANTITATIVE & QUALITATIVE:** Review of curric/technology integration	1.	At least 95% of teachers trained in curriculum/technology integration
		2.	At least 50% of students have access to 1:1 devices
		3.	At least 70% of teachers use technology to improve instrux and st engagmt
4.	**QUANTITATIVE:** Review of student achievement data (baseline; progress reports/grading periods; benchmark tests)	1.	All teachers have access to most recent criterion- and norm-referenced student academic data within two weeks of school opening each year
		2.	All teachers have attended and participated in at least 6 hours of staff development related to data interpretation and application annually
		3.	Objectives 1-5 are achieved (see page 15)
5.	**QUALITATIVE:** Review of parent involvement in campus-based activities	1.	Project Coordinator + Teachers contact at least 95% of all parents
		2.	At least 50% of all parents attend at least one campus-based event
		3.	Parental involvement will show a 25% increase year over year

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.

Quantitative data reported through TEA's Academic Excellence Indicator System is disaggregated by grade, subject, special populations (ethnicities, sex, LEP, at-risk, /ESL, economically disadvantaged, and special education) as well as aggregated by all grades tested. Additional data will be provided through BOY,EOY assessments through iStation for Reading, district created assessments include: unit tests, Curriculum Based Assessments and a Benchmark-STAAR released test. DMAC (through Region 7) is our data analysis instrument.

Data analysis procedures will make use of statistical qualitative, analytical, and presentation procedures to process and present data/findings. All project implementation benchmarks/milestones/performance objectives for the project period will be closely monitored to determine the extent to which they are achieved. The Leadership Team will meet weekly throughout the project period to monitor data and to act swiftly to immediately correct any problems with project delivery. The McMichael Middle School Principal, supported by the Project Coordinator and other members of the School Leadership Team, will assume ultimate responsibility for program implementation and adjustment and will monitor and evaluate all planned activities and contracted services through observations, surveys, and formal and informal evaluation methods in order to determine their merits and effectiveness in achieving project aims. In this way, the Leadership Team will be able to determine the extent to which project weaknesses, problems, or concerns are addressed in a timely manner as the implementation proceeds.

Formative assessment will take place **weekly** during the implementation period (August 28, 2017 – July 31, 2019) as district and grant personnel make use of collaborative/meeting time to reflect on, assess, and critique their own and others' instructional practices, need for professional development, available instructional materials, and the effectiveness of grant-funded activities. Additionally, the Project Coordinator will gather and present data collected from teachers and other staff members, including data on student achievement, as appropriate, in order to seek guidance from the Leadership Team throughout the funding period. **Feedback for ongoing refinement** of this School Redesign Pilot Grant initiative will be obtained from staff and other program participants at least semi-annually to ensure that the initiative attains its maximum implementation effectiveness to facilitate the full achievement of all targeted process and product goals/objectives.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **174904**	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.

McMichael Middle School is a Focus School. As such, it will develop and implement a targeted school improvement plan in the following ways:

- Solicit **input from teachers, parents, and students** on needs and challenges as well as solutions; incorporate this input into planning meetings and created plans;
- Continue to **review student achievement data** from all diagnostic and assessment instruments;
- Continue to work with **senior Nac ISD leadership** to align school improvement efforts (and the existing **Campus Improvement Plan**) with the **District Improvement Plan**;
- Consult and work in partnership with **School Redesign partner, lead4ward,** to identify best practices in staffing, teacher recruitment/retention, operations, curriculum, instruction, and parent engagement;
- Continue to implement and expand upon **district curriculum strategies** to promote progress and student success;
- Continue to **refine the existing Campus Improvement Plan** through enhanced inputs, processes, and best practices.

The Project Coordinator will participate in weekly check-ins with the McMichael Middle School leadership team and district personnel as appropriate. The PC will also coordinate communication with lead4ward to facilitate this key partnership. The Principal and Superintendent will report to the Nac ISD Board at their monthly meetings on progress toward campus and grant goals and objectives. All project activities, opportunities, and results will also be communicated to parents and community members in a variety of formats (newsletter, email, text messages for those who have opted in, in-person meetings, Open Houses, Off site McMichael Outreach Meetings, Family Involvement Nights, etc.) to ensure a diversity of input and wide dissemination of project activities.

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

County-district number or vendor ID: 174904	Amendment # (for amendments only):

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

As McMichael Middle School is a schoolwide Title I school and has been for many years, district leadership will continue to monitor with long-established practices and procedures. These include budget oversight, staffing quality, operational effectiveness, and compliance with all applicable local, state, and federal policies.

In particular, Nacogdoches ISD will work with McMichael to make basic funding and accounting decisions related to consolidating funds and will follow documentation requirements as set forth by TEA. Although schoolwide Title I programs provide great programmatic flexibility in terms of how McMichael (and other Nac ISD Title I campuses) can spend their consolidated funds, McMichael will still:

1. Demonstrate in its Title I, Part A schoolwide campus improvement plan (CIP) that its schoolwide program contains sufficient resources and activities to reasonably address the intents and purposes of programs whose funds are consolidated, particularly as they relate to the lowest-performing students;
2. Identify in its CIP the programs that have been consolidated and the amount each program contributes to the schoolwide pool; and
3. Demonstrate that it received at least the same amount of state and local funds that, in the aggregate, it would have received in the absence of Title I, Part A funds.

Furthermore, McMichael will continue to conduct its annual evaluation of the previous school year and modify its CIP as necessary. Nac ISD will also adhere to any and all information and requirements given by the U. S. Department of Education as applicable to Texas LEAs.

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.

When Nacogdoches ISD selects professional development resources, consultants, or other external service providers, the process centers on need and quality. The Superintendent (and other senior leaders) and school leaders first identify areas in which they would like their teachers and schools to develop, and then they research the availability, results, and backgrounds of those who are considered most effective both in content knowledge as well as presentation of content.

For this School Redesign Pilot program, the Nac ISD Assistant Superintendent of Curriculum and Instruction and the McMichael Middle School Principal will seek out external providers for expert professional development in principal coaching as well as specialized PD in content-area curriculum and interventions (in math, reading/language arts, science, social studies, and writing); the use of student-accessible, hands-on tools and strategies (ex: math manipulatives) to improve instruction; training in digital learning for effective classroom integration of technology; training on various diagnostics, assessments, and data disaggregation to improve instruction; and the next level of Positive Behavior training. In addition, teacher self-selected PD must meet internal standards for high-quality service providers prior to teacher registration in each respective program.

Once district and school leaders have identified potential professional development partners, they screen the PD service providers' work for quality and may choose to conduct deeper interviews to ascertain the providers' understanding of the issues/topics/processes.

Nacogdoches ISD leaders share information with each other about effective and ineffective external providers, thereby building a collective institutional knowledge of effective external resources to meet a myriad of developmental needs for teachers, administrators, and business staff.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 174904	Amendment # (for amendments only):

Statutory Requirement 1d: Describe how the applicant will align other Federal, State, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The McMichael Principal and School Redesign Pilot Project Coordinator will work with Nacogdoches ISD Business Office personnel to ensure effective coordination among and between current initiatives and grant-funded staffing and programs, including the following, so as not to duplicate efforts or expenses and to identify economies of scale and project efficiencies that will accelerate achievement of all project goals and objectives:

Title I, Title II funds:
- District-level support;
- Campus-level curriculum; instructional coaches;
- Interventionists;
- Instructional materials and supplies;
- Computer technology
- Field lessons for students
- Some professional development (PD)

Title II:
- District-provided PD and support (on-campus assistance)
- Contracted PD consultants (provide training and campus teacher observations with feedback and give recommendations for curriculum and support materials)

Bilingual Funding:
- SIOP training (ELL instructional strategies)
- ELPS (English Language Proficiency Standards) resources
- ESL certification reimbursements to teachers for testing and certification

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

As described in more detail on page 26 (truncated here to fit space limitations), Nacogdoches ISD assures TEA that the necessary operational flexibilities will be provided to campus leadership and the school redesign partner to fully develop and implement a school redesign. Operational flexibilities to be afforded McMichael Middle School's leaders include **staffing and calendars/time** as follows.

Staffing: McMichael Middle School will add the following positions (**qualifications for each are noted on page 15**):
- **Project Coordinator (PC)**
- **Instructional Support Aide**

Additional flexibilities granted to McMichael include hiring instructional staff to support daily instruction, ensuring effective Special Education and ESL/ELL modifications, collecting and reviewing student data, and providing on-site professional development as required, as well as in the newly structured bonus system, which recognizes and rewards teachers and others for their hard work and achievements.

Flexibility with **Calendars/Time** will provide an extended summer academic program that is open to *all* students, regardless of their home language or academic ability. Occasional Saturday School instructional sessions focused on reading, math, writing, science, and technology will further extend the instructional calendar and time on task.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: **174904**	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.

Nacogdoches ISD's work with lead4ward (described in more detail on page 28) focuses on incorporating evidence-based strategies related to professional learning, engaging instruction, and meaningful assessment, leading to overall school and district improvement.

lead4ward delivers evidence-based workshops and services for **leaders, special education staff, and content-area teachers** (Reading/Language Arts, Math, Science, and Social Studies), depending on need. These workshops **build skills** (ex: analyzing data, planning instruction, organizing intervention, expanding assessment, understanding accountability, leading learning, leadership development, connecting standards to instruction, IEP to action, increasing rigor for special education students) and **deepen content knowledge** (ex: how to more effectively teach comprehension strategies, expository writing, fractions, proportionality, STEM, scientific processes, etc.).

Their **model resources and tools** (many of which are distributed free of charge) allow instructional leaders to become more knowledgeable of the changes in TEKS (ex: science). Their **templates for selected groups of strategies** (movement and discourse, rehearsal and practice, extending thinking, and learning from mistakes) also supports implementation of evidence-based practices in the classroom.

Examples of the types of evidence-based strategies and tools are as follows:

- **Instructional Strategies Playlists:** Instructional Strategies Playlists provide descriptions of instructional strategies to engage learners, provide practice without penalty, encourage interaction among students, and see and hear students' thinking.
- **Thinking Stems:** Thinking Stems are used to give students a framework to explain their thinking, expose students to vocabulary often found in the process standards, provide language support for ELLs, and increases oral language proficiency.
- **Thinking Stems (Spanish):** The Thinking Stems in Spanish are used to give students a framework to explain their thinking, expose students to vocabulary often found in the process standards, provide language support for ELLs, and increases oral language proficiency.

In addition, their **Open Sessions** (workshops) for leaders and teachers offered at Texas-area ESCs (including Region 7 in Kilgore, TX) allow educators to network, learn together, share best practices, and practice what they have learned.

Services for 2017-18 include a leading learning series, accountability connect, Special Education ePLC, and Social Studies ePLC.

Finally, lead4ward's **customized implementation support** will provide McMichael with online and in-person evidence-based webinars and in-sessions to help leaders and teachers leverage tools and strategies in practical, day-to-day actions and results.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 174904	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.

Nacogdoches ISD's District Improvement Plan represents a comprehensive process to identify strengths and needs and to create a plan for addressing and improving all areas. The district's vision for improving low-performing schools—of which there are three (50% of all 6 district elementaries and 330% of all 10 district schools)—includes the following strategies:

- **Joint Participation and Inclusion:** Key to district improvement are the activities and guidance of the District Advisory Council (DAC), which serves as the district's site-based decision-making committee, and the Nac ISD Board of Trustees. This is in addition to school-based leadership and parent/community input.
- **Comprehensive review of data:** A thorough, rigorous, deep, and ongoing effort to collect, disaggregate, interpret, and act on a variety of qualitative and quantitative data is the foundation of the district's vision and actions.
- **Partnership:** Beyond partnering with district departments, employee groups, higher education institutions, leaders, teachers, support staff, parents, and students, Nac ISD also partners with lead4ward (also the School Redesign Pilot partner) to broaden its perspective and effect creative insights and meaningful change.
- **Additional resources:** The needs assessment process and vision-setting, as well as the drafting of the District Improvement Plan (DIP) goals, performance objectives, and strategies, are guided by information from the Lone Star Governance Continuous Improvement for Governing Teams Participant Manual, Plan4Learning/806 Technologies "Questions to Consider" (district-adopted online improvement planning software), and Region 7 ESC contracted services facilitators.

The following table summarizes the needs in each area, as well as the related Critical Success Factors, or CSFs (1-Improve the Instructional Program; 2-Increase Teacher Quality; 3-Increase Leadership Effectiveness; 4-Increase Use of Quality Data to Inform Instruction; 5-Increase Learning Time; 6-Increase Parent/Community Engagement; and 7-Improve School Climate), as applicable to McMichael Middle School and this School Redesign Pilot program:

AREA	BRIEF SUMMARY OF RELEVANT NEEDS (Described in more detail in the DIP)	RELATED CSFs						
		1	2	3	4	5	6	7
Demographics	Decrease mobility to reduce learning gaps (increase communication to identify student needs)	X	X	X	X	X	X	X
Student Achievement	Very high % of students require accelerated instruction	X	X		X	X	X	
District Culture and Climate	Greater consistency in staffing and instruction; more at-risk students involved in school activities; develop social skills	X	X	X			X	X
Staff Quality, Recruitment, and Retention	Teacher retention (retention is 8.2 % points higher than state); Special Education and Bilingual/ESL positions	X	X	X				X
Curriculum, Instruction, and Assessment	Differentiation and instructional strategies; interventions; professional learning communities; involving students in goal-setting based on local data	X	X	X	X	X		
Family and Community Involvement	Teacher training and support in parental involvement; effective ways to educate parents on how to support students in academics; parents feel comfortable to share		X	X			X	X
District Context and Organization	PLCs function the way they are intended; clear communication of goals, processes, and procedures	X	X	X		X		X
Technology	Staff structure, budget, support/time, trainings	X	X	X				

For this project, Nac ISD will work with **lead4ward**, Region 7, and TEA to further develop and expand upon specific Critical Success Factors and milestones as appropriate to the School Redesign evaluation process.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 174904	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.

Clear Understanding of Unique Campus Needs: Nacogdoches ISD is a small district of only 10 schools. This small size has many inherent disadvantages and restrictions, but one major advantage is that its staffing, professional development, student achievement, instructional, operational, and facilities needs are well known to district leaders, board members, and staff. The district will leverage this strength as it engages in direct and unflinching conversations about what is needed to turn around McMichael Middle School's low performance and school culture. Furthermore, the Campus Improvement Plan (CIP), coupled with the needs assessment for this School Redesign Pilot project, has already formed the basis for a school redesign plan under this initiative. *See previous page for a summary of district needs by area. Campus needs are also organized in this manner in the CIP.*

Evidence of Involvement of Parents, Teachers, and/or Community Members in School Redesign: A primary responsibility of the Project Coordinator will be to communicate with, engage, recruit, support, and cultivate relationships with parents, which have been a traditionally hard-to-reach group for McMichael Middle School. The Project Coordinator will also facilitate communications regarding School Redesign work to teachers and community members through established channels (faculty meetings, site-based decision-making committee meetings, grade level and team meetings, etc.), but McMichael knows that the lynchpin for project success is meaningful, sustained parent involvement, where the Project Coordinator will focus at least 20% of his/her time. Calendars of activities, sign-in sheets, photographic evidence, artifacts produced from project activities, and Project Coordinator observations and reports will serve as evidence of intended and actual involvement of parents during this two-year project period.

To accommodate the needs of working families, the Project Coordinator will schedule a combination of on-campus, community-based, and at-home activities that support the School Redesign project. This will ensure that parents who cannot always participate on campus will still be able to be involved in activities that increase student performance. In addition, their interests and opinions will be solicited through at-home surveys, which will be sent home with their child and emailed for online participation to those parents with Internet access. Additionally, text messaging will be employed to reach parents via smartphone as appropriate.

Holistic Picture of School Redesign: McMichael and Nac ISD leaders will work hand-in-hand with School Redesign partner, **lead4ward**, to identify actionable needs related to the Education, Talent, School Culture, and Facilities plan portions of the overall School Redesign project. **Lead4ward's** customized implementation team will be key to an accelerated development and implementation of these plans, and Region 7 ESC will provide supplemental services where possible. In brief, each component plan will address the following:

- **Education Plan:** Differentiating instruction; individualized and team/schoolwide professional development, including self-selected topics to improve teaching and learning; offering extended instructional time on task (out of regular school day tutorials, enrichment in-school advisory time, one-on-one and small-group assistance from the Instructional Support Aide, Saturday School sessions, and extended summer program); take-home activities for parents to extend learning to the home environment and support parents in contributing to student achievement in new ways;
- **Talent Plan:** Continuing to explore new avenues for staff recruitment, talent development, reward and recognition of teaching excellence (bonus program), and nonfinancial incentives to retain excellent teachers and leaders;
- **School Culture Plan:** Participating in the next level of Positive Behavior training will provide teachers with strategies for students so they can focus on their work and improve their learning in all subject areas, and project partner-led coaching and support for school leaders will improve their capacity to lead and create stronger school culture; and
- **Facilities Plan:** As the budget for this School Redesign plan includes additional resources that will fund out of regular school day, Saturday, and summer instructional programs as well as support for student and family involvement activities, McMichael will review available facilities and reconfigure schedules, furnishings, and other variables to support extended use of facilities.

The School Redesign Plan will be reviewed monthly and updated at least quarterly throughout the project period to reflect findings, lessons learned, and best practices deployed.

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

County-district number or vendor ID: **174904**	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.

Nacogdoches ISD is a small suburban district with only six elementary schools, two middle schools, one high school, and one technical high school*. Although it is known as the "Oldest Town in Texas", has many attractive features as a town and community, and is in close proximity to Stephen F. Austin State University, neither Nacogdoches the town nor Nacogdoches the district has the resources or the interest and support from outside operators for the **Restart** model (which would have McMichael Middle School close down and reopen as a charter school, charter management organization (CMO), or education service provider (ESP). Nor does the district have a high number of higher rated schools to send McMichael's students to (there is only one other middle school option), leaving the **Closure/Consolidation** model as an unviable option as well. This leaves the **Turnaround** model as the only viable option for Nac ISD under this School Redesign Pilot initiative, and it is also the choice of the planning team, which included district and school leaders and selected lead teachers as well as informal input from parents and community leaders.

The Turnaround model will result in an improved learning environment in that the viable, working, and familiar components of McMichael Middle School (base curriculum, school day schedule, staffing composition) will continue to operate, thus providing stability for a highly mobile population. School Redesign funds will enhance instruction and operations, adding staff to lower the student/teacher ratio (when the Instructional Support Aide is deployed, for example), and extending flexibilities regarding calendar and time (when out of regular school day tutorial, Saturday, and summer instructional programs are added).

Additional key activities and elements, as noted in the budget and elsewhere in this application, include a bonus structure to recognize and reward leadership and teaching excellence, a focus on schoolwide, department, and individual professional development, mini-grants for teachers to choose specialized materials to enhance their classrooms and new skillsets.

*A Disciplinary Alternative Education Program/Nacogdoches County Alternative Education Cooperative (DAEP/NCAEC) facility rounds out Nac ISD's educational programs.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **174904**	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.

McMichael Middle School has selected the Whole-School Redesign plan for School Redesign implementation. The rationale for this choice takes into account the following factors, all of which underscore McMichael's determination to strengthen, enhance, and extend school turnaround efforts as soon as the grant period begins:

- **Personnel Restructuring:** The new administration is putting a new plan into place by restructuring leadership personnel/teams to help support teachers. Through this restructuring new systems are being put into place to help teachers with the At-Risk populations and differentiated instruction through professional development, peer coaching, and instructional coaching.
- **Achievement:** Grade 6-8 scores are far below that of district and state in all subjects:

		State	District	Campus	African American	Hispanic	White
STAAR Percent at Level II Satisfactory Standard or Above Grade 6							
Reading	2016	69½	51%	**48%**	22%	51½	64%
Mathematics	2016	72½	50%	**46%**	13%	50½	67%
STAAR Percent at Level II Satisfactory Standard or Above Grade 7							
Reading	2016	71½	50%	**45%**	31%	49%	49%
Mathematics	2016	59½	48%	**47%**	28%	52½	57%
Writing	2016	69½	49%	**44%**	33%	42½	58%
STAAR Percent at Level II Satisfactory Standard or Above Grade 8 **							
Reading	2016	87½	75%	**74%**	64%	74½	84%
Mathematics	2016	82½	67%	**65%**	50%	75½	66%
Science	2016	75½	64%	**66%**	59%	65½	74%
Social Studies	2016	63½	43%	**41%**	26%	39%	56%

- **Demographic Gaps:** African American student achievement lags that of Hispanic and white students, the district, and the state in all subjects and at all grade levels
- **Brief Grant Timeline:** 23-month grant period means only two years to show measurable, meaningful results;
- **Small School—Potentially Big Results:** Average of 234 students per grade means School Design resources can have a noticeable impact across the board and in the first year of implementation.

Collectively, these factors resulted in a sense of urgency to include all teachers, students, and grade levels, leaving no one out of the possibility for significant increases in student achievement, school improvement, teacher capacity, and leadership development.

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

Under the Applicant Assurance plan, Nacogdoches ISD assures TEA that the necessary operational flexibilities will be provided to campus leadership and the school redesign partner to fully develop and implement a school redesign. Operational flexibilities to be afforded McMichael Middle School's leaders include **staffing and calendars/time** as follows.

Staffing: McMichael Middle School will add the following positions (**qualifications for each are noted on page 15**):
- **Project Coordinator (PC):** This position will work closely with McMichael's senior leadership team to ensure achievement of all project objectives on time and within budget. The PC will also work with senior district leaders as appropriate as well as with district Budget, Accounting, and HR departments as needed to implement the School Redesign Pilot program and complete all required reports in a timely manner as required by TEA.
- **Instructional Support Aide:** This position will provide key support in classrooms in a one-on-one and/or small group setting as well as support after-school tutorials and Saturday School sessions as needed. This staff member will extend and enhance current and new instructional efforts, student diagnostics and assessments, and data disaggregation and interpretation.

Additional flexibilities granted to McMichael include hiring instructional staff to support daily instruction, ensuring effective Special Education and ESL/ELL modifications, collecting and reviewing student data, and providing on-site professional development as required, as well as in the newly structured bonus system, which recognizes and rewards teachers and others for their hard work and achievements.

Flexibility with **Calendars/Time** will provide an extended summer program to supplement and extend the school year. This summer initiative will be open to *all* students, regardless of their home language or academic ability. Occasional Saturday School instructional sessions focused on reading/language arts, math, writing, science, and technology will further extend the instructional calendar and time on task.

Over the two years of the grant period, this School Redesign initiative will result in higher student achievement, thereby meeting and exceeding state standards through the intentional and unrelenting application of high-quality, research-based professional development, curriculum, and instructional resources to turn the campus results around.

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

Nacogdoches ISD's recently named Superintendent served as Interim Superintendent for 8 months prior to her permanent appointment. During this time, she began working with the senior leadership team at McMichael Middle School—Principal Tim Mullican, Curriculum and Instructional Coach Nancy White, Associate Principal John Mahan, and Assistant Principal Lenora Foy—on a plan for turning around the prior low performance of the school. This team worked diligently to identify campus needs as well as resources in hand and resources needed to realize its turnaround vision.

For this School Redesign Pilot project, the support of the District's Instructional Technology Specialist and the district's new Assistant Superintendent of Curriculum and Instruction were key to completing McMichael's plan of action. Grant funds will infuse the campus with much needed staff, materials, resources, professional development, and technology and accelerating completion of the plan

Because of the prior work already undertaken and due to continuity of new leadership for both the district and McMichael, Nac ISD is confident that the district and school are ready for complete, schoolwide implementation. No additional planning period is needed.

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

Nacogdoches ISD will partner with **lead4ward** as its School Redesign partner for this two-year initiative, which will allow it to deepen work begun with lead4ward in 2015.

lead4ward (http://lead4ward.com/) makes a difference in the lives of students by helping educators focus their work, creating structures that give teachers and students a sense of hope and confidence, and supporting leaders with systems they can trust. **lead4ward** anticipates and integrates the changing needs of schools, maintaining a focus of professional learning, engaging instruction, and meaningful assessment. **lead4ward** focus areas include:
- Learning – about the changes (what is known and what is anticipated)
- Energizing – educators to embrace the challenges of the new requirements
- Acting – in ways that support the systems and structures necessary to achieve success
- Developing – tools, strategies and plans to coordinate instruction, curriculum, assessment and accountability

lead4ward's team of 19 professionals includes the following highly experienced, high-capacity leaders:
- **Founder and Chief Education Officer, Ervin Knezek, Ed.D,** who leverages his experience, his research, and his passion to help educators at all levels meet ever-increasing standards for students. A driving force in supporting what is best for Texas students, Ervin is regarded as one of the leading visionaries in Texas education. He has inspired and motivated educators throughout Texas with his creative and strategic approaches. Prior to leading lead4ward, Ervin served as Deputy Executive Director for Academic Services for the Education Service Center Region 13 in Austin. He has also served as an Assistant Superintendent for Curriculum and Instruction, a curriculum director, an elementary and middle school principal, and a classroom teacher.
- **Strategy and Development expert, Clee Upchurch, M.Ed.,** who has been working at the intersection of education and innovation for the past nine years. As Director of Strategy and Development, Clee provides direction in communication, partnerships, products, and general strategy for **lead4ward**. Clee's experience includes over thirteen years in public education and over six years in the business industry. She led the communication and production department at Education Service Center Region 13 and has served as a Gifted and Talented Specialist, Teacher, Project Manager and Marketing Manager. Clee is passionate about providing educators with resources and support systems designed to help them focus their energy on instructing and inspiring students.
- **Professional Learner specialist, Justin Richardson, M.Ed.,** who provides direction on learning initiatives with a creative and innovative approach. His vast understanding of the learning process provides a platform for the **lead4ward** team to support leaders and teachers in what's best for students. Prior to joining **lead4ward**, Justin served as Executive Director of Curriculum and Professional Development for Canyon ISD. In this role, he developed and led the implementation of Professional Learning Communities, curriculum alignment, assessment and data analysis processes, and intervention systems. He led Canyon ISD in the implementation of digital learning, Google Apps for Education and development of an award-winning indication program for new teachers and mentors. In addition, Justin has served on the TEA state assessment item review committee, SBOE mathematics review committee and many more.

This Texas-based team with deep experience in Texas public education is well-positioned to guide Nac ISD as it intensifies its school improvement, school redesign, and district improvement efforts.

Nac ISD will also seek consultation and training from Region 7 ESC as a supplement to and extension of its work with **lead4ward** as appropriate.

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

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

Nac ISD has recruited and selected a high-capacity school leader in Tim Mullican, Principal of McMichael Middle School. Tim has been tasked with turning around McMichael's performance after multiple years of student achievement results that lag far behind that of the district and state. Tim is a committed member of the Nacogdoches community living here for 20 years. He has shown the necessary experience including 17 years as a mathematics classroom teacher as well as a Varsity football and Head soccer coach, 7 years as an assistant principal at Nacogdoches High School, 2 years as the Principal of Nacogdoches Early College High School before being named as the Principal of McMichael Middle School in July of 2015. Tim's success in education is his heart for children, His understanding of the challenges facing classroom teachers and his belief of high standards for all children are what drives his vision of a learning community where adults and students alike are learners for the success of all. His deep knowledge of district policies and procedures, as well as his longtime residency and work experience in the Nacogdoches community perfectly position him for success in his current role. Tim holds both a B.S. Ed. and M.Ed. and is certified in Mathematics, Physical Education and Educational Leadership.

Tim has been instrumental in implementing Professional Learning Communities with fidelity. Through the training he attended with Region 7 he was able to bring back the true PLC model for McMichael after years of poor implementation. It is his belief that through these PLCs that the teachers at McMichael will be able to become true professionals, teachers that truly want to learn their craft and continually improve for the sake of the students at McMichael.

This combination of experience and action has resulted in the Nac ISD Superintendent's full faith and confidence in Tim's ability to lead McMichael out of its current academic situation and turn its school culture around from failing to thriving, and he will continue to lead McMichael in his third year as Principal as this School Redesign Pilot project begins.

Tim is supported by a highly qualified, high-capacity leadership team. Nancy White, Curriculum and Instructional Coach has been promoted to Assistant Principal of Curriculum and Instruction, is a veteran of 32 years of experience in education. A former NHS science teacher, swim coach, science department chair, 9th grade Team Leader, 9th grade Team Coordinator, and served as Academic Administrator and Instructional Technologist – Elementary. Her extensive diverse background is invaluable to the administrative team. In addition, John Mahan Associate Principal is a veteran educator with 18 years of experience in education. His experience consists of a special education teacher, and Assistant Principal since 2003. His experience and diverse background are invaluable to the administrative team. Finally, Lenora Foy, Assistant Principal is a veteran of education with 18 years of experience. She has served as a special education teacher, math/science teacher, dyslexia instructor, and an Assistant Principal and Principal. Her experience and diverse background are invaluable to the administrative team.

Should McMichael Middle School have leadership vacancies during the School Redesign Pilot initiative, Nac ISD leaders will undertake the following strategies to recruit and select high-capacity staff to fill school leadership roles:
- Review performance records of staff serving in other roles within the McMichael campus, other district elementary schools, and other district schools and programs;
- Solicit the recommendations of strong leaders from highly rated district schools;
- Recruit high-performing Educators from surrounding districts;
- Recruit, on a short- to medium-term basis, retired effective Educators previously employed by Nac ISD;
- Recruit specialized staff from Region 7 ESC; and/or
- Recruit experienced staff from the Education College of Stephen F. Austin State University.

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	Schedule #18—Equitable Access and Participation			
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No Barriers

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

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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

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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	☒	☐	☐

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

County-District Number or Vendor ID: **174904**	Amendment number (for amendments only):

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

County-District Number or Vendor ID: **174904**	Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
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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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: **174904**	Amendment number (for amendments only):

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

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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