2017–2019 School Redesign Grant, Pilot Cycle		FOR TEA USE ONLY Write NOGA ID here.
Program authority:	Every Student Succeeds Act (ESSA), Public Law (P.L.) 114-95, Title I, Part A, Sec 1003, School Improvement	
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	RECEIVED TEXAS EDUCATION AGENCY 2017 JUL 13 PM 12:30 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 #
Big Spring ISD	114901	Washington/114113	0
Vendor ID #	ESC Region #		DUNS #
09520	18		05-639-3051
Mailing address		City	State / ZIP Code
708 E. 11th Place		Big Spring	TX / 79720-4648

Primary Contact

First name	M.I.	Last name	Title
Carol	L	Walston	Fed/Special Programs Director
Telephone #	Email address		FAX #
432-264-4106	cwalston@bsisd.esc18.net		432-264-3613

Secondary Contact

First name	M.I.	Last name	Title
Johnny	C.	Wigington	Superintendent
Telephone #	Email address		FAX #
432-264-3600	cwigington@bsisd.esc18.net		432-264-3646

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
Johnny	C. Wigington	Superintendent
Telephone #	Email address	FAX #
432-264-3600	cwigington@bsisd.esc18.net	432-264-3646

Signature (blue ink preferred)   Date signed

_____   7/12/2017

Only the legally responsible party may sign this application.

701-17-101-061

Schedule #1—General Information

County-district number or vendor ID: 114901	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)	☒	☐
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: 114901	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: 114901	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: 114901	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.

Big Spring ISD is currently comprised of one PK campus, four elementary (K-4) campuses, one intermediate (5th-6th grades), one junior high school (7th-8th grades), one high school and one very new alternative education campus.

Two elementary campuses, Goliad and Washington, are in their fifth year of improvement required (IR); two elementary campuses, Moss and Marcy, were formerly improvement-required (FIR) campuses, but Marcy slipped back into IR this spring and is now a priority campus. Big Spring Intermediate is in its second year of IR and has submitted a turn around plan for implementation whether or not they meet standard this year. Big Spring Junior High School is in year one of IR while the high school and the district met standard. Clearly, the elementary schools, the genesis of the academic difficulties for every campus within the feeder pattern, must be reimagined.

Campus Reconfiguration Plan:
"If we can't get the teacher to the kids, we will take the kids to the teacher." Superintendent Chris Wigington succinctly but emphatically set the goal for students and teachers in BSISD while in an impromptu meeting with some members of his leadership team who were analyzing classroom-level data following the administration of the most recent local checkpoint assessments.

As the BSISD leadership team met formally and informally to analyze data and discuss variables, expectations, weaknesses, strengths, and possibilities, reconfiguration became an idea that refused to go away. Classroom-level data continued to shine in isolated areas, highlighting the exemplary instruction occurring for some students. The question, and the very real frustration for leadership, was: how do we even approach equitable instruction while simultaneously changing the burdened culture?

Several iterations of campus/grade-level configurations were considered, pondered, and mathematically tested before anyone asked about current accountability ratings. Might we have an opportunity to totally focus on bold change rather than fear of educational implosion if year five of IR becomes year six? Year after year of implementing accepted and even prescribed adjustments have failed to change the paradigm enough to sustain true momentum across the board. Gains have been spotty at best and too mercurial to replicate consistently, especially if staff turn over upends the chemistry and quality of the leadership from the top down or even the bottom up.

BSISD has pockets of outstanding teaching and learning; however, numerous efforts to replicate the instruction of these campus experts across all four elementary campuses have proven inefficient and ineffective. Horizontal planning days facilitated by instructional specialists at each grade level have, certainly, helped to awaken teachers to the need for consistent horizontal alignment, but content knowledge and lesson delivery are not so easily acquired one day each month. Exemplar teachers have been reassigned to become multi-classroom leaders (MCLs) so that they can share their expertise with teachers on their campuses; however, these full-time positions are unsustainable within the current budget. Teacher turnover often results in a single campus losing an entire grade-level of teachers and can lead to the very real possibility that many students will have new teachers every year they are in elementary school. Student mobility rates indicate that many elementary students will attend at least two and, not too uncommonly, three of the four elementary schools in a single academic year. Loss of consistency for these fragile learners can be devastating. The best mentors are not available beyond a campus, which causes modeling to be prohibitive and content knowledge to remain elusive. Professional development is unwieldy when teachers spanning four campuses need targeted and specific training. Student special services, such as dyslexia and ESL support can be consistent and effective when sharing of staff is reduced from four to one or two campuses.

The very thoughtful and purposeful reconfiguration of these four elementary campuses will address BSISD's chronic issues: consistency across grade levels, equity, student mobility, targeted professional development, sensible mentoring/modeling, teacher recruitment/retention/quality, response to intervention, and special services.

Marcy and Moss Elementary Schools will become K-2 campuses only. This designation will allow the district to concentrate its very best primary teachers on two campuses with parallel master schedules; as a result, resources can

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be allocated more efficiently and effectively while professional development can become much more strategic and targeted. RTI can be implemented as soon as a student begins to display signs of difficulty with foundational and basic skills/concepts. Data walls will be relegated to three grade levels rather than five allowing for more data to be tracked and analyzed.

Washington Elementary will become the sole third-grade campus, so student mobility will no longer be a variable in identifying learning gaps. This campus can focus on third-grade TEKS while building a culture of high expectations as students learn to track their own progress and develop a growth mindset. The district's five-year strategic plan calls for all students in BSISD to be reading on grade level by the end of third grade. Student equity becomes much more realistic when one entire grade level gets to plan together two hours every week and meet as subject-specific PLCs daily.

Goliad Elementary will be configured as a fourth-grade campus. Data show that the most effective teachers in the fourth grade may actually be able to elicit more than a year's worth of growth from their students while one of the cross-town campuses has a brand new fourth grade team, a result of teacher turn over, that has made very little growth with their students. New teachers will have the benefit of daily interaction with exemplar teachers in their common content area.

Big Spring Intermediate School will, under this plan, be the receiving school from one campus rather than from four; as a result, finding the gaps and weaknesses in learning can be traced back more accurately and remedies can be enacted. Fewer staff will be required to remediate the large numbers of students who currently arrive at BSI with a multitude of learning gaps.

It is time to be bold, to recognize that the current alignment perpetuates a pattern that needs to be disrupted. The best-case scenario with reconfiguration would allow BSISD to receive new campus numbers and names and start fresh shed of the multi-year IR rating. The worst-case scenario would be for each elementary campus, regardless its grade configuration, to assume a multi-year IR label because of its pairing with an IR campus. Clearly, the former will not happen so Big Spring ISD will reconfigured with enthusiasm and renewed energy.

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

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 114901	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	$	$87,000	$	$87,000
Schedule #8	Professional and Contracted Services (6200)	6200	$	$47,000	$	$47,000
Schedule #9	Supplies and Materials (6300)	6300	$	$482,500	$	$482,500
Schedule #10	Other Operating Costs (6400)	6400	$	$40,000	$	$40,000
Schedule #11	Capital Outlay (6600)	6600	$	$40,000	$	$40,000
	Consolidate Administrative Funds				☐ Yes **X** No	
	Total direct costs:		$	$696,500	$	$696,500
	Percentage% indirect costs (see note):		N/A	$	$	$
	Grand total of budgeted costs (add all entries in each column):		$	**$696,500**	$	**$696,500**

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: 114901

Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Cost	Implementation Cost	Total Budgeted Cost
Academic/Instructional				$	$	$
1	Teacher			$	$	$
2	Educational aide			$	$	$
3	Tutor					
Program Management and Administration					$45,000	$45,000
4	Project director	1			$10,000	$10,000
5	Project coordinator	2		$	$	$
6	Teacher facilitator			$	$	$
7	Teacher supervisor			$	$	$
8	Secretary/administrative assistant			$	$	$
9	Data entry clerk			$	$	$
10	Grant accountant/bookkeeper			$	$	$
11	Evaluator/evaluation specialist	1		$	$12,000	$12,000
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					$20,000	$20,000
21	Technology Technician	1		$	$	$
22	Title			$	$	$
23	Title					
24		Subtotal employee costs:			$	$87,000	$87,000
Substitute, Extra-Duty Pay, Benefits Costs				$	$	$
25	6112	Substitute pay			$	$	$
26	6119	Professional staff extra-duty pay			$	$	$
27	6121	Support staff extra-duty pay			$	$	$
28	6140	Employee benefits			$	$	$
29	61XX	Tuition remission (IHEs only)			$	$	$
30	Subtotal substitute, extra-duty, benefits costs			$	$	
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$	$87,000	$87,000

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

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 114901	Amendment # (for amendments only):

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

Professional and Contracted Services Requiring Specific Approval

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

Professional and Contracted Services

#	Description of Service and Purpose	Planning Cost	Implementation Cost	Total Budgeted Cost
1	Reading Professional Development	$	$6,000	$6,000
2	Tier I Intermediate Phonics Professional Development	$	$5,000	$5,000
3	Tier I Math Professional Development	$	$6,000	$6,000
4	School Redesign Partner	$	$20,000	$20,000
5		$	$	$
6		$	$	$
7		$	$	$
8		$	$	$
9		$	$	$
10		$	$	$
11		$	$	$
12		$	$	$
13		$	$	$
14		$	$	$
b.	Subtotal of professional and contracted services:	$	$37,000	$37,000
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$	$10,000	$10,000
	(Sum of lines a, b, and c) Grand total	$	$47,000	$47,000

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

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Schedule #9—Supplies and Materials (6300)				
County-District Number or Vendor ID: 114901		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:	$	$482,500	$482,500
	Grand total:	$	$482,500	$482,500

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

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Schedule #10—Other Operating Costs (6400)				
County-District Number or Vendor ID: 114901		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.	$	$	$
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:	$	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$	$40,000	$40,000
	Grand total:	$	**$40,000**	**$40,000**

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

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

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 114901				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	Computer Lab Computers	50	$800	$	$40,000	$40,000
3				$	$	$
4			$	$	$	$
5			$	$	$	$
6			$	$	$	$
7			$	$	$	$
8			$	$	$	$
9			$	$	$	$
10			$	$	$	$
11			$	$	$	$
66XX—Software, capitalized						
12			$	$	$	$
13			$	$	$	$
14			$	$	$	$
15			$	$	$	$
16			$	$	$	$
17			$	$	$	$
18			$	$	$	$
66XX—Equipment, furniture, or vehicles						
19			$	$	$	$
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				$	$	$
			Grand total:	$	$40,000	$40,000

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

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

County-district number or vendor ID: 114901	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	236	74.92%	
Limited English proficient (LEP)	19	6.03%	
Disciplinary placements	46	14.61%	
Attendance rate	NA	95.49%	
Annual dropout rate (Gr 9-12)	NA	%	

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

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

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
				315										315

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 114901	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.

Reconfiguring the elementary campuses is a bold move but not a reckless one. On the contrary, Big Spring students deserve such a move by adults who have, to date, made very little difference in the quality of education available for them. Initially, Targeted Improvement Plans attempted to address root causes with very little **systemic** change to provide support; instead, campuses purchased programs that promised student growth and mastery of skills. Educational buzzwords became common jargon but proper implementation and/or expectations with monitoring and measurement were virtually non-existent. As one year of low performance ratings turned into two and then three, four, and five, campuses were thoroughly indoctrinated and mired in a culture of failure and, perhaps worse, one laden with excuses and defeatism. Did teacher turnover cause low achievement or did low achievement ratings lead to higher turnover rates? Were the best and brightest students leaving before low accountability or was their leaving a cause of it?

Regardless the "chicken-or-egg" debate, the reality is that BSISD must disrupt the pattern of failure and address all contributing factors. Longitudinal data show that a bold move is imperative now. Reconfiguration allows for a hard reset on every elementary campus.

This campus is, obviously, accustomed to performing needs assessments as the TAIS Continuous Improvement Model supports. Campus Improvement/Leadership Teams are now, however, always joined by district-level adminstrators as systems must be analyzed as an integral part of a needs assessment. Quarterly and end-of-year data are as apt to be indicative of district-wide system weaknesses as those unique to a campus. A strong PLC system, mandated at the district level, helps to bridge the campus-district divide as it sets up daily formative data analyses and adjustments to immediate needs.

To truly prioritize needs indicated by a pattern of data, the Campus Leadership Team with district-level administrators engage in a 10-5-5 strategy to identify possible root causes for weaknesses as they examine all relevant data. The data must include multiple views in an attempt to isolate as many variables as possible. For instance, if a teacher decided to forgo the collaboratively created lesson plans during a particular assessment cycle, it is imperative that the team look at the data with that fact in mind. If a teacher had a prolonged absence, the team must know since this one variable might account for lower assessment data than usual. Then the team draws ten conclusions to account for student achievement scores; next, they examine each conclusion to make possible connections/categories and they follow this step by offering five reasons for the results. These reasons are then analyzed and five more possibilities based on outcomes are offered. Once root causes are identified, ways to address them are discussed.

If the campus needs require systemic support that is missing or ineffective, the district-level administrators are tasked with taking this information to the District Leadership Team to rectify. If the campus needs are, indeed, a result of campus ineffectiveness or inefficiency, the DLT must assist the CLT to develop a plan to correct and monitor the deficiency. District support needs will take priority if they directly contribute to campus weaknesses. This action will negate the "band aid" strategy that existed in the past.

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Schedule #14—Management Plan

County-district number or vendor ID: 114901	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.	Dir. Curriculum, Insturction & Assessment	Appropriate educational credentials; intimate knowledge of the district/campus academic needs; data and input/environmental analysis skills; critical thinking skills; strategic planning abilities; postivie leadership/management abilities
2.	Dir. for School Improvent	Appropriate educational credentials; extensive experience with school improvement strategies; intimate knowledge of the district/campus academic needs; data and input/environmental analysis skills; critical thinking skills; strategic planning abilities; postivie leadership/management abilities
3.	Dir. of Federal & Special Programs	Appropriate educational credentials; intimate knowledge of the district/campus academic needs; data and input/environmental analysis skills; critical thinking skills; strategic planning abilities; grant management experience; budget development acumen
4.	External Evaluator & Data Analyst	Master's degree or higher in education and/or systems management, strategic planning, or similar fields; ability to create and analyze surveys; create and interview focus groups; lead teachers/adminstrators in data disaggregation/analysis; build plans in response to surveys and data, etc.
5.	Campus Principal	Appropriate educational credentials; coachable and flexible as an instructional leader; culture setter and monitor; team builder; critical thinker; solid communicator; expectation setter/monitor, etc.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	To reconfigure 4 traditional neighborhood campuses to ensure instructional equity for all elementary students	1.	Determine configuration based on facilities	01/09/2017	04/10/2017
		2.	Announce plan to all stakeholders and request feedback	04/28/2017	05/05/2017
		3.	Teachers complete preference forms for grade level, content area, campus	05/01/2017	05/12/2017
		4.	Sort completed forms and balance campuses	05/19/2017	05/26/2017
		5.	Tell principals to call their teachers personally and welcome them to their new campuses/positions/teams	05/26/2017	05/31/2017
2.	Infuse all instruction with digital technology that will prepare students for 21st-century needs and increase student engagement and rigor	1.	Inventory all technology access at the elementary campuses	05/01/2017	05/30/2017
		2.	Evaluate digital programs and time required for student improvement	05/22/2017	05/30/2017
		3.	Develop a technology/resource matrix for instructional priorties	04/03/2017	08/07/2017
		4.	Train local technology personnel to provide in-house training/support for interactive boards	09/01/2017	09/30/2017
		5.	Hire new technology technician	08/21/2017	09/01/2017
3.	Raise student achievement by improving Tier I instruction through quality PLC process and a SRP	1.	30 campus/district leaders attend Solution Tree PLC Institute	06/20/2017	06/22/2017
		2.	Revise master schedules to include daily PLC times	05/31/2017	06/16/2017
		3.	Implement a PLC evaluation rubric	08/14/2017	08/14/2017
		4.	Hire a turnaround partner (SRP)	08/08/2017	09/29/2017
		5.	Develop a plan for implementation with SRP	08/08/2017	09/29/2017
4.		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX

				XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX
5.		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.			

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

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 114901	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.

The redesign plan will completely reconfigure the elementary campuses, but the work of and on these campuses will not change. The existing Turn Around Plans will be honored and implemented with fidelity as the root cause for lack of student achievement remains the same, less than adequate Tier I instruction. The redesign allows us to improve equity, horizontal alignment, and teacher capacity, to name just a few desired outcomes. It will also allow us to provide an effective system of RTI as grant funds will enable us to engage extra staff to provide foundational interventions, more technology to support specific educational programs and 21st – centruy learning, and targeted professional development. Once these initiatives become embedded, sustainability actually transitions into standardized practices and, therefore, self sustaining.

All funds expended must be jointly approved by the Director of Curriculum, Instruction & Assessment and the Director of Federal/Special Programs. If desired expendiitures do not meet the required criteria, funds will not be expensed. In the past, campus principals made unilateral decisions and any semblance of continuity or strategic planning was absent.

Only commited and dedicated personnel who share a common philosophy, sense of urgency, and value system will be participants in the project from the outset; also, local personnel, because they live in the community, have a vested interest in the success of the schools. Regular meetings will be scheduled to ensure that participants share in all relevant information. An external evaluator will make monthly visits to gather qualitative and quantitative data to ensure that everyone remains completely engaged in the mission.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 114901	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.	District Data Days	1.	Data disaggregation worksheets
		2.	Campus Reflection/Action Plans and SMART goals
		3.	Campus Presentations
2.	Facilitated and monitored daily PLCs	1.	PLC Norms, Roles, Agendas, Notes
		2.	Completed PLC Evaluation Rubrics
		3.	Data walls
3.	Bi-monthly principal PLCs with Curriculum Director and School Improvement Director	1.	Norms, Agendas, Notes
		2.	Tier I and RTI data
		3.	Qualitative input
4.	Stakeholder Surveys & Focus Groups	1.	Completed survey results
		2.	Discussion notes
		3.	Strategy adjustment plans
5.	Checkpoint/benchmark/NWEA Assessment Data	1.	Scores at every assessment cycle
		2.	External evaluator data analysis days with campus teams monthly
		3.	Student-level growth charts and standard-mastery reflection charts

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.

1. District Data Days will be held at the central office conference room each six weeks and all campuses, even those not included in the grant, will be required to disaggregate current data, including student/teacher attendance, discipline referrals, checkpoint assessments by subpopulation groups, etc. The data worksheets will be emailed to the Steering Committee for perusal. Campus Action Plans based on an analysis of strenghs and weaknesses and accompanied with SMART goals will also be submitted to the Steering Committee for monitoring and follow up. Presentations take place after lunch on these days.
2. PLC forms/templates are required to be kept in PLC Manuals in the PLC room for daily use. Norms, roles, and agendas are living documents and will be stored here and used daily. Campus and District administrators have naccess at any time. Data walls will be built within PLC rooms for immediate referral by PLCs and administrators
3. All elementary principals will meet as a PLC twice each month at the C&I office. A PLC manual will be maintained at this office with all PLC templates/forms stored within.
4. The External Evaluator will share survey and focus group results with campus-level and district-level administrators at least three times per year.
5. Data analysis exercises/discussions with this person will occur monthly at every campus with district-level administrators in attendance.
6. Student-level progress tracking will occur immediately after each checkpoint assessment so that students can set goals for the next assessment and begin to reflect on their responsibilities in the learning process while developing a growth mindset and sense of intrinsic reward.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 114901	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.

This campus will honor the current turnaround plan as it truly addresses the root cause for substandard student achievement, less than adequate Tier I instruction. The TAIS Process for Continuous Improvement will guide the campus leadership team in the implementation of this turnaround plan. The redesign plan does not negate the focus of the turnaround plan; in fact, it will allow for better facilitation of the existing turnaround plan and result in a positive trend line that seems to have stagnated.

As a part of developing the turnaround plan, the campus conducted a comprehensive needs assessment, engaged in the 10-5-5 strategy, and identified root causes. Quality of Tier I instruction remains the focus and all campus and district systems are gearing up to address the issue.

The redsign plan redefines each campus and reallocates all staff into common grade-level teams. Such configurations compress the amount of content required from the former campus make ups. Now, all third-grade teachers are housed on one campus and provided protected planning time so that horizontal alignment and instructional delivery can be more controlled and monitored. The expert content teachers are now teacher leaders for new and/or weak teachers as they will collaborate daily in the PLC process. Rather than having isolated content experts across four campuses, these folks can now engage with real-time data and immediate interventions, both for students and teachers.

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

County-district number or vendor ID: 114901	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.

This district is school-wide Title I eligible, so the monitoring of these funds will continue to be included in all needs assessments and campus improvement plans approved by the Board of Trustees. To ensure that these funds are not co-mingled creaing a supplement/supplant issue, the Federal Programs Director will serve as the Redesign Project Coordinator. All expenditures must be jointly approved by the Project Director and the Project Coordinator.

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.

Once needs are identified and improvement plans are developed, a list of possible partners is brainstormed, discussed, and researched. Then, a rubric is employed to help make final decisions. The rubric, obviously, includes cost, preferred venue/mode of delivery, qualifications, level of experience, evidence of success, cultural/demographic alliance, and customizability. Partner agreements/contracts must include regular evaluations, reports, data analyses, and qualitative feedback. The campus/district reserves the right to terminate should the alliance prove incompatible.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 114901	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.

Clearly, all Federal, State, and local resources will be leaveraged to allow for maximum benefit for student and teacher growth. The Redesign Project Coordinators also serve as the Federal Programs Director and the Curriculum Director so oversight is integrated and balanced. All fiscal guidelines will be meticulously followed.

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.

The basis of the redesign is flexibility and equity; as a result, many practices and policies will change. The following are necessary elements to render needed change:

- Modified district calendar allowing for two-hours of protected planning time each week
- Parallel master schedules across the board
- Early Literacy Coaches housed on each K-2 campus
- Math and Reading Instructional Specialists 3-4
- New RTI system driven by teacher-student interaction rather than digital media format
- Tier I engagement will be digitally integrated and enhanced
- Standardized lesson plan template
- Daily PLCs with data walls
- Elimination of intradistrict mobility issues
- Student-level progress tracking and goal setting
- External data analysis coach and project evaluator
- Targeted and specific PD
- Lone Star Governance management model

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	Amendment # (for amendments only):
County-district number or vendor ID: 114901	

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.

What BSISD is proposing is, certainly, not new. As a matter of fact, this model actually has a name: The Princeton Plan. Over a half century ago, Princeton, New Jersey, developed a plan to create diversity in their school district by modifying the neighborhood school model into schools grouped by grade levels. With this plan, the elementary schools are organized by grade level, not by geographic location. Since that time, many school districts have adopted "Princeton" for economic and educational reasons rather than for societal ones. (Elementary Reorganization, 2010, para 1) American schools, probably because of local control, are configured in every imaginable combination and the reasons for such configurations are varied and numerous. Warren and StellarComp, Ltd. (2003) list eleven typical factors "alone or in various combinations," (p. 3) which tend to steer local education agencies to consider reconfigure of their schools: "cost, equity, socio-economic balance, demographics, curriculum/instruction, space, geography, size, district philosophy, transportation, and facilities" (p.3). Clearly, Big Spring ISD is concerned with equity of instruction and limited by existing facilities and space. Several school districts of similar size, demographics, and geography have reconfigured neighborhood schools in recent history in this area in order to provide instructional equity and maximize their resources: Andrews ISD, Seminole ISD, and Snyder ISD are three examples within a 60-mile radius. More than likely, many more districts may face this decision as economic conditions continue to remake West Texas communities. Community schools, after all, are microcosms of the communities themselves and must continue to evolve and recreate themselves to serve their clientele effectively.

NEW STRUCTURE - The new *operational structure*, the reconfiguration of the elementary schools, has begun in earnest. Several changes actually began during this academic year as the new team assumed their positions:

- Facilitated and monitored daily PLCs on all elementary campuses
- Bi-weekly elementary principal PLCs with new Curriculum Director and new Director of School Improvement
- District Assessment Calendar
- District-built check-point assessments to control for rigor
- Data walls in campus PLC rooms
- Development of a district resource matrix to control programs/resources
- Established a RTI protocol in order to make sense of data
- Began the process of standardizing grading practices to reduce classroom grade inflation and focus on standards' mastery
- District-wide lesson plan template (see Appendix D)
- Horizontal and vertical planning days across the district
- Multi-Classroom Leader Coordinator (Opportunity Culture)
- District of Innovation Plan flexible calendar (Appendix E)
- Released a PSP who fostered a maverick culture of "us vs. them" regarding campus-district relationships
    - Reassigned one multi-year IR elementary principal (Goliad) and named a new one to assume duties as soon as possible
    - Replaced an IR principal at Washington a year ago and one this year at Marcy
    - Piloted NWEA testing for academic growth K-2; will expand for grades K-8 in August
    - Various school surveys, including one for Opportunity Culture
    - K-2 Program and RTI Specialist to support both K-2 campuses
    - Reading Specialist grades 3-6; Math Specialist grades 3-6
    - District-wide team of 30 to attend Solution Tree's PLC Institute in June in San Antonio
    - Capturing Kids' Hearts training in August for grades 5-12
    - Conscious Discipline training in August for grades K-4

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 114901	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.

Vision: Working Boldly Today to Build Tomorrow

Mission: Big Spring Independent School district, united with families and communities, will rigorously challenge all students to graduate from high school and be globally competitive for post-secondary education, work, and life in the 21st century.

Goal: To improve academic achievement K-4 so that student-learning gaps can be identified and resolved by the time BSISD students arrive on the intermediate campus and attract quality educators dedicated to BSISD's vision and mission.

Desired Outcomes:
- End the silo mentality in the elementary schools
- Build capacity in all teachers through intense collaboration
- Ensure instructional equity as students matriculate through the elementary grades
- Reduce the variables in tracking and identifying learning gaps and ensure students arrive at receiver campuses with fewer gaps
- Arrange and provide focused and timely professional development based on real needs
- Infuse and embed evidence-based practices into daily expectations
- Solidify systems/processes/procedures/expectations
- Reduce intra-district student mobility and subsequent loss of consistent learning
- Schedule, concentrate and customize special student services daily rather than rotationally and intermittently
- Reduce staff without sacrificing class size
- Affect sustainable change based on a growth mindset
- Develop a district-wide "no excuses" culture
- Engage and invigorate meaningful, positive parent support/involvement as teachers and students grow/excel
- Attract quality teachers

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

County-district number or vendor ID: 114901

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.

The district war room is as strategically designed as any war room in history. The south wall is completely smothered by two adjacent magnetic boards covered with magnets color coded to every campus by individual name and position. A virtual explosion of colored marker notes, featuring arrows, stars, numbers, names, lists, and erasures dominates the east wall white board. Magnets move or stay based on the flurry of ideas from the white board. The north wall holds a double row of wall files that store every district and campus plan currently in use as well as all district manuals and handbooks. Multiple tables placed end-to-end anchor the middle ground and provide support for the numerous elbows and pencils necessary for strategic thinking.

Over the course of the last month, momentous magnet shifting has taken place. Once the announcement was made to the district administrative team, elementary principals were asked to distribute preference sheets to all their teachers. Teachers had to make some choices about grade level, subject area, and leadership stipends since some responsibilities would be changing. Principals would also be moving but that announcement wasn't made public until teacher preferences were submitted. Teachers needed to make decisions based on their strengths and certifications. Members of the district administrative team assembled in various groupings over the course of several days to place personnel, as much as possible, according to their first choices; ninety-nine percent of all elementary folks received one of their top three choices.

Magnets moved to the four reconfigured campuses and were then fine-tuned into teams with each campus also receiving one multi-classroom leader (MCL). No teams of teachers remained the same, but much thought accompanied every partnership. Strong teachers were paired with less experienced and/or weaker teachers so that no student would have all new and/or less effective teachers all day. Nor would any team acquire "dream team" status that would threaten equity for students. Such intentional assignments coupled with daily PLCs and protected two-hour planning time every Friday should build instructional capacity faster than the traditional mentorships. MCLs will have flexible class time and Reach Associates to enable them to support teachers in real time in real classroom conditions.

Names of staff members who will not be returning were moved to the bottom of the board and positions were absorbed, another need of the district as tax values and student population have decreased substantially. Currently, BSISD has been able to absorb 23 positions with very little effect on class size. Specialty educators, such as dyslexia and special education teachers, are able to remain on one campus rather than serving four campuses with very different schedules. These students will no longer be victims of inconsistency.

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

County-district number or vendor ID: 114901	Amendment # (for amendments only):

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

☐ Restart

☒ Turnaround

☐ Closure/Consolidation

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

The Turnaround Model is the only model that fits our particular needs. The reconfiguration/redesign allows for at least 75% of BSISD elementary students to avoid having an inadequate teacher for consecutive years. The former configuration was totally unable to ensure such a guarantee as expert teachers were isolated by simple logistics. Every available strategy to provide horizontal collaboration proved inefficient and totally ineffective. Each campus had its own culture, expectations, and values; therefore, a competitive culture among the four campuses had evolved and proliferated. Mandatory alignment meetings were less than adequate and, in fact, illuminated some troublesome embedded practices.

The new configuration has purposefully eliminated the silo aspect of these campuses. New teams of teachers from every campus have been spread across the new campuses providing them with opportunities to reset the culture while simultaneously improving student instruction/learning.

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

County-district number or vendor ID: 114901	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.

Reconfiguring four elementary campuses involves all elementary students, so doing whole-school redesign is the only option that makes sense. Furthermore, these multi-year IR campuses have no time to implement a phase-in model.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

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

☐ Alternative Management

☐ Campus Charter

☒ District of Innovation

☐ Applicant Assurance

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

A resolution to initiate the process of Big Spring ISD becoming a District of Innovation was adopted by the Board of Trustees on November 12, 2015. At such time, a District of Innovation Team (DIT) was established and charged with crafting a cohesive local innovative plan to improve the outcomes of all stakeholders. The DIT met on February 12, 19 and May 20, 2016 to discuss and craft the plan. The DIT considered multiple data points in an effort to construct a local innovation plan (LIP) to bring about systemic change in Big Spring ISD.

The Big Spring ISD LIP is for five years, beginning in the 2016-2017 school year and ending in 2021-2022 school year. The LIP may be terminated or amended by the Board of Trustees at any time in accordance with the law. The DIT will monitor the effectiveness of the LIP and provide updates and/or necessary modifications to the Board of Trustees on a regular basis.

I. Big Spring ISD District of Innovation District-Wide Focus Areas:EMPOWER...IMPROVE...ACHIEVE...INNOVATE
Preparing students to be college and career ready in the 21st century, at a time when academic standards are at an all-time high, is a challenge facing school districts in 2016. Complicating this issue is finding and retaining quality teachers to work in our district at a time when we face ever increasing financial woes. The DIT chose to focus our plan on innovative systemic changes that will yield results for all stakeholders: students, staff, parents and community members. The District of Innovation focus areas include, but are not limited to:

a. System-wide practices to support 21st century learners (list is not exhaustive)
   i. District Non-Negotiables for Consistency Across Campuses and Content/Grade levels
      1. Multi-tiered systems of support, specific district-wide educational programs, and professional learning communities
      2. Vertically and horizontally aligned curriculum, strong literacy foundation, and high yield instructional strategies
   ii. Additional Components
      1. Data driven decision making through local data mgt system including formative & summative assessments
      2. Differentiated instruction, sheltered instruction, and inclusion
      3. Digital learning opportunities, college and career readiness opportunities, diverse credit opportunities
      4. Modified instructional calendar and modified instructional day
      5. Flex days
b. System-wide practices to support 21st century professional staff (list is not exhaustive)
   i. Two year mentoring program for new teachers
   ii. Local teacher and principal evaluation methods
   iii. Extended planning time
   iv. Monthly staff meetings (campus and district level)
   v. Professional learning communities across grade levels/disciplines
   vi. Monthly principal professional learning communities
   vii. Differentiated professional development opportunities

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

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

☐ Planning and Implementation

☒ Implementation Only

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

Because of the urgency created by multi-year IR campuses, the Implementation Only plan is truly the only option. The IR status precipitated conversations and possibilities throughout the 2016-17 academic year, so planning had already occurred. The new team, as specified in Schedule 17, Requirement 8, was recruited to look at possible options for improvement and comprehensive redesign.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 114901	Amendment # (for amendments only):

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

A SRP must have a proven track record of success with turnaround schools; familiarity with Texas standards and assessments will be of particular interest. Their strategies/trainings must be research/evidence-based and customizable to the specific needs of the campus. They must be able to assimilate into the campus culture and affect change from within; however, crucial conversations based on qualitative and quantitative data will be expected. A partner must be able to schedule services based on campus needs rather than their own prescribed schedules. Quarterly reports based on multiple data sources will be submitted to evaluate the progress they are making on the campus.

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

County-district number or vendor ID: 114901	Amendment # (for amendments only):

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

NEW ADULTS/STUDENTS - BSISD can assure all stakeholders that 75% of current elementary students will have new teachers and new campuses. Furthermore, 75% of current teachers will be receiving students from new campuses.

THIRD-PARTY OVERSIGHT - BSISD has assembled a new team of professional educators and board members dedicated to ensuring that Big Spring students receive the quality education necessary to meet the world they will face upon graduation. The Steering Committee, appropriately connected to a proud Steer Nation and tradition, consists of the following new leadership team:

- Dr. Raemi Thompson: Director of Curriculum, Instruction & Assessment (first year)
- Jay McWilliams: Assistant Superintendent (first year)
- Debbie Park: Director of School Improvement and DCSI (first year)
- Susan Bryant: CFO (first year)
- Tony Kennedy: newly elected BSISD Board President

The remainder of the team includes:

- Chris Wigington: Superintendent (4 years)
- Carol Walston: Director of Federal and Special Programs (1 year); Director of Special Education (5 years)
- George Bancroft: Director of Community Relations and Human Resources (2 years)

The Steering Committee will serve as the rudder of the district's "tight and loose control" system. They will develop/provide tools to evaluate and monitor all aspects of academic growth, such as rubrics to measure and assess the effectiveness of PLCs, planning days, professional development, RTI, local assessment cycle, processes/procedures, Opportunity Culture, District of Innovation Plan, data analyses, etc. The TAIS model will remain their compass as they implement checks and balances across the academic spectrum.

A new *governance structure* is in the planning phase and will kick off officially in August with BSISD's Board of Trustees attending the Lone Star Governance training where they will learn to interact with student-level data. Each month the board will examine specific data that contribute to the well being of academic performance. For instance, student attendance rates might suggest patterns/trends to the board rather than just looking at an overall district average. If teacher attendance rates are questionable, might there be some loss of instructional quality for students over time? Could these data lead to the uncovering of a systemic problem that needs to be addressed quickly or could it simply be a short-lived anomaly due to extraneous circumstances? Are disciplinary referrals indicating a lack of structure and expectations on any given campus? Is such an environment conducive to learning? In other words, the board will become much more interactive and provide an additional layer of checks and balances, especially at the leadership level.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 114901	Amendment number (for amendments only):		

No Barriers

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

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 114901		Amendment number (for amendments only):		

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

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

Barrier: Gang-Related Activities

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

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Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: 114901	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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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 114901	Amendment number (for amendments only):

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: 114901	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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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	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐

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