Texas Education Agency
Standard Application System (SAS)

2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period	February 1, 2017, to July 31, 2020, pending future federal allocations	
Application deadline:	5:00 p.m. Central Time, September 15, 2016	Place date stamp here
Submittal information:	**Three** complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#		Amendment #
Bloomington ISD	235-901	Bloomington Junior High – 041		
Vendor ID #	ESC Region #			DUNS #
74-6000371	3			086282175
Mailing address			City	State	ZIP Code

Mailing address		City	State	ZIP Code
P.O. Box 158		Bloomington	TX	77951

Primary Contact

First name	M.I.	Last name	Title
Delores		Warnell	Superintendent
Telephone #	Email address		FAX #
361-333-8016	delores.warnell@bisd-tx.org		361-333-8026

Secondary Contact

First name	M.I.	Last name	Title
Maggie		Rodriguez	Grant Specialist
Telephone #	Email address		FAX #
956-970-2597	m_rodriguez23@live.com		866-600-0374

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
Delores		Warnell	Superintendent
Telephone #	Email address		FAX #
361-333-8016	Delores.warnell@bisd-tx.org		361-333-8026

Signature (blue ink preferred)   Date signed

9/27/2016

Only the legally responsible party may sign this application.

701-16-105-032

Schedule #1—General Information	
County-district number or vendor ID: 235-901	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: 235-901	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
No program-related attachments are required for this grant		

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 No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 235-901	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.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant LEA and the eligible campus for which the application is being submitted. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: 1. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 2. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it includes these terms in its contract or provisions. 3. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 4. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 5. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

7.	The LEA/campus provides assurance that if it selects to implement the **Transformation Model**, the campus will meet all of the following federal requirements:
	1. Develop and increase teacher and school leader effectiveness.
	    (A) Replace the principal who led the school prior to commencement of the transformation model;
	    (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	        i. Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	        ii. Uses the definition of *student growth* as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

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        iii. Are designed and developed with teacher and principal involvement;

    (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

    (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

    (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

2. Deliver comprehensive instructional reform strategies.

    (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

    (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

3. Increase learning time and create community-oriented schools.

    1. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:

        i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

        ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.

        iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

    2. Provide ongoing mechanisms for family and community engagement.

4. Providing operational flexibility and sustained support.

    (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an education management organization (EMO)).

8.	The LEA/campus provides assurance that if it selects to implement the **Texas State-Design Model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS).
	
	 By implementing an ECHS, the LEA/campus is delivering a whole-school reform model that:
	 • Improves student academic achievement or attainment
	 • Is implemented for all students in the school
	 • Addresses in a comprehensive and coordinated manner:
	    o improvement in school leadership
	    o improvement in teaching and learning in academic content areas
	    o professional learning for educators
	    o student non-academic supports
	 In doing so, the LEA/campus will implement the following:
	 1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.

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2. Provide a rigorous course of study that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum; or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.

3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

4. Develop and increase teacher and school leader effectiveness, in a manner consistent with the requirements of the federal school improvement grant Transformation model. I doing so, the LEA/campus must use rigorous, transparent and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement.

5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081, and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
    (A) Data to identify the population at risk of dropping out of school;
    (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
    (C) Early College brochures in all languages relevant to the school community;
    (D) Written communication plan for relevant target audiences: parents, community members, school board.

Adapted from Texas Early College High School Blueprint, Benchmark 1

6. By the start of TTIPS full-implementation (Fall 2017), the LEA/campus will have key partnerships in place that will enable success as an ECHS. Key partnerships include:
    (A) Partnership between the school district and an institute of higher education (IHE) that:
        i. Is marked by a signed Memoranda of Understanding with current signature each year of implementation.
        ii. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
        iii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
        iv. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
    (B) Contract/partner with a Texas ECHS demonstration site or other Texas ECHS that has retained designation for at least the last four consecutive years and assessed as exemplary using the Texas ECHS Blueprint, or other ECHS selected as a match partner site by the TEA.

Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (February 1, 2017), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Once designated, the LEA/campus will work with a TEA approved Texas ECHS technical assistance provider, and fulfill any conditions required to maintain TEA designation status.

9. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
    (A) Beginning in TTIPS first year of full-implementation (Fall 2017), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.

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     (B) By TTIPS second year of full-implementation (Fall 2018), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.

     (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathways to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.

     (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.

     (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.

     (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

     Adapted from Texas Early College High School Blueprint, Benchmark 4.

10. By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students.

     Adapted from Texas Early College High School Blueprint, Benchmark 5.

11. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program that operates with:

     (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;

     (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.

     (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.

     (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

     Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas ECHS designation, no later than applications are available for schools that wish to be designated for the 2018-2019 school year.

9.	The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model**, the campus will implement in an elementary school and in accordance with the following federal and state requirements: 1. Implement in an elementary school that is eligible under this grant program; further assuring that any student receiving services funded through the grant program is enrolled in the grantee school. 2. Offer full-day kindergarten. 3. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:

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	(A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
	(B) High-quality professional development for all staff;
	(C) A child-to-instructional staff ratio of no more than 10 to 1;
	(D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
	(E) A full-day program;
	(F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
	(G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
	(H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
	(I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
	(J) Program evaluation to ensure continuous improvement;
	(K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
	(L) Evidence-based health and safety standards.
	4. Provide educators, including preschool teachers, time for joint planning across grade levels.
	5. Replace the principal who led the school prior to the commencement of the early learning model.
	6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	    (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	    (B) Are designed and developed with teacher and principal involvement;
	7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation and completion rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
	8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.
	9. Use data to identify and implement an instructional program that is:
	    (A) Research-based;
	    (B) Developmentally appropriate;
	    (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
	    (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
	10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
	11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
	    (A) Aligned with the school's comprehensive instructional program
	    (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
	12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
	13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
	14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.
	
	If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10.	The LEA/campus provides assurance that if it selects to implement the **Turnaround Model**, the campus will meet all of the following federal requirements:

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1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
    (A) Screen all existing staff and rehire no more than 50 percent; and
    (B) Select new staff
3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
    (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
    (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
    (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

11.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform Model**, the campus will meet all of the following federal requirements:
	1. Implement an evidence-based whole-school reform in partnership with a model developer.
	    (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard, published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
	    (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
	    (B) A study that shows statistically significant favorable impact on student academic achievement or attainment outcome.
	    (C) A study which used a large sample and multi-site sampling.
	3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
	4. The whole-school model must implement the model for all students in the school.

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	5. The whole-school model must address at a minimum and in a comprehensive and coordinated manner: (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
12.	The LEA/campus provides assurance that if it selects to implement the **Restart Model**, the campus will meet all of the following federal requirements: 1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. 2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school as shown through an assessment of schools, currently operated by the CMO or EMO, that have produced strong results over the last three years. This is indicated by: (A) significant improvement in academic achievement (B) success in closing achievement gaps either within a school or relative to other public schools (C) High school graduation rates (D) No significant compliance issues in the areas of civil rights, financial management and student safety. 3. Enroll, within the grades it serves, any former student who wishes to attend the school. If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
13.	The LEA/campus provides assurance that if it selects to implement the **Closure Model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that rural LEAs are eligible to propose a modification to an element of the Transformation or Turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **rural LEA applicant** may propose to modify one element of the Transformation or Turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html
15.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
16.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. If it is determined by TEA that federal requirements will not be met through the proposed program, these negotiations may include additional clarifications and modifications to activities, budget, and performance targets proposed.
17.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.

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18.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
19.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
20.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
21.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
22.	The applicant will participate in formative assessments of the LEA's capacity and commitment to carry out the grant intervention models.
23.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
24.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

Schedule #4—Request for Amendment	
County-district number or vendor ID: 235-901	Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A — Grand Total from Previously Approved Budget	B — Amount Deleted	C — Amount Added	D — New Grand Total
1.	Schedule #7: Payroll	6100				
2.	Schedule #8: Contracted Services	6200				
3.	Schedule #9: Supplies and Materials	6300				
4.	Schedule #10: Other Operating Costs	6400				
5.	Schedule #11: Capital Outlay	6600				
6.	Total direct costs:					
7.	Indirect cost (%):					
8.	Total costs:					

Revised Annual Budget Breakdown				
Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Year 4 2019-2020	4-Year Total Budget Request

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Schedule #4—Request for Amendment (cont.)	
County-district number or vendor ID: 235-901	Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 235-901	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation**, and **sustained reform**.

Summarize the district commitments to achieve foundational elements through the district's:
- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:
- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Bloomington Junior High (BJH) campus has been identified as a "Focus" campus by the Texas Education Agency (TEA). Furthermore, since 2013, the campus has not met state accountability ratings (*10 Priority Points*). This has caused the district's accreditation status to change from accredited, to accredited-warned. If awarded, the campus will implement a **Rural Transformation Model** that will increase student achievement by providing quality educational opportunities so that all students can reach their fullest potential. The program will include structural elements that are evidence-based and nationally recognized for ensuring the: Development and increase of teacher and school leader effectiveness; Delivery of comprehensive instructional reform strategies; Increase of learning time and creation of a community-oriented school; and Flexibility of campus schedule and sustained program support.

Vision and Focus for School Reform: Bloomington ISD is located approximately 13 miles southeast of Victoria and is approximately 2 square miles in size. The district's vision of, "*providing a welcoming and supportive environment where parents and educators work to make a positive difference in the hearts and minds of all students so that they may achieve their highest potential in becoming productive citizens*" will be the vision and focus for the school reform. The campus will enlist district and campus staff, parent, families, and community members to implement and support the proposed TTIPS Program which will restructure and transform the campus in a manner that will ensure students' academic and personal growth. This entailed addressing not only the educational, but also the social, family, and emotional aspects of every student and stakeholder. The program will benefit from grant resources based on the vision for school reform, commitments secured, and existing academic, staff and facility structures that will enable reforms to take place. *(10 pts.)* Therefore, the campus will focus its reforms in the following areas:
- Implement the use of research-based and vertically aligned curriculum;
- Establish schedules and strategies that provide increased learning time;
- Provide access to technology and resources to all students 24/7;
- Develop a comprehensive training plan tailored to each teacher's needs which offers opportunities for advancement;
- Provide teachers and staff the supports needed to grow and develop;
- Create an environment that encourages parental by addressing the needs of the parent and the family;
- Embrace school/community partnerships;
- Promote the continuous use of student data to differentiate instruction and meet their individual academic needs;
- Use rigorous, transparent, and equitable evaluation systems for teachers and principal; and
- Ensure that the school receives on-going, intensive technical assistance.

Sense of Urgent Need for Change: The campus's continuous failure to meet standards in the annual Accountability Ratings is a clear indication of the urgent need for lasting change is needed. For this change to be lasting and sustained, change cannot just occur within the school system. Commitment of the parents, families, and members of the community is also needed. Therefore, a series of meetings were held throughout the development of this grant to clearly define and communicate the mission and vision of the program with all stakeholders. Community Forum Meetings parent roundtables, student roundtables and supper with the super were also scheduled, to provide information and garner feedback. Our communication plan was formulated and explained so that everyone had ownership, felt empowered, and understood the magnitude of the issues that are facing the campus. Issues include students' academic deficiencies, low-educational attainment, high-poverty, limited English proficiency, and lack of parental involvement. By ensuring all stakeholders are aware of these issues, the campus can ensure that an urgent sense of need for change is prevalent amongst them.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 235-901	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.

High Expectations for Results: The vision for campus reform will be monitored by setting measurable objectives that must be met. Each objective is aligned to one of the Critical Success Factors that have been identified by TEA as being impactful to achieving continuous school improvement. These include: 1) Improving academic performance; 2) Increasing teacher quality; 3) Increasing leadership effectiveness; 4) Increasing use of quality data to drive instruction; 5) Increasing learning time; 6) Increasing family/community engagement; and 7) Improving school climate. Objectives will include:

PROGRAM OBJECTIVES

Objectives	Critical Success Factor
Ensure mastery of TEKS by meeting and/or exceeding the state requirements for performance expectations in Math, Reading, Writing, Social Studies and Science through the use of rigorous comprehensive curricula.	Improve academic performance
Provide quality instructional services to meet or exceed the state educational performance standards for all students participating in the ESL Program.	
Teachers will take part in a minimum of 5 professional development trainings each year, to which a minimum of 50% will be offered through online format.	Increasing teacher quality
Teachers will be provided added supports designed to increase leadership effectiveness. This will include contracting Interventionists and scheduling common planning times.	Increasing leadership effectiveness
Common planning times and observation reviews will provide 22 new opportunities to review data in order to refine classroom instruction, training plans, and program outcomes annually.	Increasing use of quality data to drive instruction
Extend learning time by 30 minutes so students' can have added math and ELA instruction.	Increasing learning time
The campus will hold a minimum of 5 new school-related functions annually for parents and community members in order to increase parental involvement.	Increasing family/ community engagement
The campus will provide at least (4) opportunities for students to be actively involved in the implementation of increased safety awareness.	Improve school climate

To ensure the campus meets these objectives, milestones have been identified that will help ensure that procedures, activities, and services are being conducted. Data will be collected through surveys, tests, classroom grades, sign-in sheets, and PEIMS reports in order to monitor and determine if the program is being successful and showing growth.

Operational Flexibilities that will be Afforded the Campus in a Reform Effort: The district will provide the campus with operational flexibility, to include staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement. Initiatives will be to:
- Provide teachers the opportunity to attend professional development trainings that support focus school initiatives;
- Extend learning time by 30 minutes in order to increase students' access to core area academics;
- Meet with campus administrators to develop the Campus Calendar to include added opportunities to engage parents and community members in the student culture. This may include parent/teacher conferences, academic nights, etc.;
- Increase planning-time provided through Professional Learning Communities; and
- Meet with instructional staff to determine what resources are needed to engage students. This may include technology, RtI and math software, and student performance incentives.

Organizational Structures: The campus has put into place an organizational structure that allows for consistent monitoring and oversight of the program. The structure includes defined roles, functions, scopes of authority and systems so that all TTIPS staff can work together to ensure the successful reform of the school. Additionally, the organizational structure will provide staff, students, parents, and community members with clear lines of authority and accountability.

Existing Capacity and Resources: The campus will build upon existing capacity and resources that are available at the campus and district level. This will include: assigning teachers and staff that have a proven record of success to serve as teacher mentors, converting existing campus space to serve as STEM labs, creating a Parent/Intervention Resources Room. two (2) Content Coordinator were previously hired to mentor teachers and assist the campus in monitoring instructional design and delivery. These individuals will be available to provide new staff with guidance, enhancing existing academic programs, and offering after-school tutorials in order to make significant school reform changes.

Communication Structures: The campus will schedule quarterly meetings with district and campus administration in order to review the program's progress. The meetings will be open to the public in order to encourage parent and community participation and ensure program transparency. Stakeholders will be notified of dates of meetings through campus marque; campus website; and through the parent notification service flyers, which will be posted throughout the school, community, as well as, be sent home to parents. In addition, the meetings will be uploaded to the district and campus websites so that all interested parties that could not attend can view at their own convenience.

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County-district number or vendor ID: 235-901	Amendment # (for amendments only):
Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	
Grant period: February 1, 2017, to July 31, 2020, pending future federal allocations	Fund code: 276

Schedule #6—Program Budget Summary

Budget Summary

Schedule #	Title	Class/Object Code	Year 1 Program Cost	Year 1 Admin Cost	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Total Budgeted Cost across all Years
Schedule #7	Payroll Costs (6100)	6100	$366,079	$0	$725,834	$0	$725,834	$0	$725,834	$0	$2,543,581
Schedule #8	Professional and Contracted Services (6200)	6200	$199,492	$0	$283,405	$0	$283,405	$0	$283,405	$0	$1,049,707
Schedule #9	Supplies and Materials (6300)	6300	$201,500	$0	$42,000	$0	$42,000	$0	$42,000	$0	$327,500
Schedule #10	Other Operating Costs (6400)	6400	$10,000	$0	$12,500	$0	$12,500	$0	$12,500	$0	$47,500
Schedule #11	Capital Outlay (6600)	6600	$346,660	$0	$240,000	$0	$240,000	$0	$240,000	$0	$1,066,660
Consolidate Administrative Funds	☐ Yes ☒ No										
	Total direct costs:		$1,123,731	$0	$1,303,739	$0	$1,303,739	$0	$1,303,739	$0	$5,034,948
	4.927% indirect costs (see note):		N/A	$58,235	N/A	$67,564	N/A	$67,564	N/A	$67,564	$260,927
	Grand total of budgeted costs (add all entries in each column):		$1,123,731	$58,235	$1,303,739	$67,564	$1,303,739	$67,564	$1,303,739	$67,564	$5,295,875

Administrative Cost Calculation

Enter the total grant amount requested:	$5,295,875
Percentage limit on administrative costs established for the program (5%):	0.05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$264,793

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.

NOTE:

- No more than $2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from February 1, 2017 to July 31, 2017. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2017-2018, 2018-2019, and 2019-2020, are designed to be full implementation years.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 235-901

Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional								
1	Teacher							
2	Educational aides: 5 x $25,000	5		$62,500	$125,000	$125,000	$125,000	$437,500
Program Management and Administration								
4	District Coordinator of School Improvement	1		$30,000	$60,000	$60,000	$60,000	$210,000
Other Employee Positions								
10	Content Coordinators	2		$82,250	$164,500	$164,500	$164,500	$575,750
11	Data Coordinator	1		$19,250	$38,500	$38,500	$38,500	$134,750
13	Subtotal employee costs:			$194,000	$388,000	$388,000	$388,000	$1,358,000
Substitute, Extra-Duty Pay, Benefits Costs								
14 6112	Substitute pay: 10 subs. x $200/day x 6 days = $12,000			$6,000	$12,000	$12,000	$12,000	$42,000
15 6119	Professional staff extra-duty pay: **Common Planning Time:** 16 Teachers (12 Core, 2 SPED, and 2 Strategists) x $30/hr. x 36 hrs. = $17,280 **Mentor Pay Increase** for added responsibility assumed as a Mentor: 2 Mentors x $5,000 = $10,000 **Tutorials:** 7 Teachers x $30/hr. x 2 hrs. x 144 days = $60,480 **Weekend Academies:** 10 Teachers x $30 x 108 hrs. = $32,400			$60,080	$120,160	$120,160	$120,160	$420,560
17 6140	Employee benefits:			$50,499	$94,674	$94,674	$94,674	$334,521
18 61XX	Employee stipends: Specify amounts and criteria to earn stipend **STAAR Assessment Teacher Stipends:** $60,000 has been set aside annually for core area teacher stipends. Each of the 12 teachers is eligible to receive $5,000 based on student performance and teacher growth. Any funds not paid-out will be redistributed to all remaining teachers. **Principal Stipend:** $7,000 Principal stipend will be paid out for ensuring the growth of students and teachers. **Admin. Support Staff:** $16,000 has been set aside annually for the Counselor, Librarian, four Content Coordinators, and 2 Special Education Teachers stipends. Each of the staff members is eligible to receive $4,000 based on campuses overall student performance and teacher growth. **Educational Aides:** $12,000 has been set aside annually for Educational Aides stipends. Each of the 8 aides is eligible to receive $1,500 based on campus's overall student performance and teacher growth			$55,500	$111,000	$111,000	$111,000	$388,500
19	Subtotal substitute, extra-duty, benefits costs:			$172,079	$337,834	$337,834	$337,834	$1,185,581
20	Grand total (Subtotal employee costs plus substitute, extra-duty, benefits costs):			$366,079	$725,834	$725,834	$725,834	$2,543,581

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: 235-901				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	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
6269 Rental or lease of buildings, space in buildings, or land. Specify purpose:	$0	$0	$0	$0	$0
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:					

Professional and Contracted Services

#	Description of Service and Purpose	Year 1	Year 2	Year 3	Year 4	Total Budgeted all Years
1	School Climate Trainer: Will promote a positive and sustained school climate, which includes a safe, supportive environment that nurtures social, emotional, ethical, and academic skills.	$5,000	$10,000	$10,000	$10,000	$35,000
2	Professional Development: Will offer a host of professional development trainings that are aligned with the school's comprehensive instructional program.	$13,475	$26,950	$26,950	$26,950	$94,325
3	Core Area PD Trainers: Has been budgeted to be utilized to provide targeted trainings to teachers to help address areas of deficiency. This will include teaching strategies, working with at-risk students, and more.	$5,000	$15,000	$15,000	$15,000	$50,000
4	Reading and Math Interventionists: Two Instructional Interventionists will be contracted to work directly with teachers to provide new instructional methodologies and best practices.	$70,000	$140,000	$140,000	$140,000	$490,000
5	PAC Coordinator: Will be contracted to develop and implement additional opportunities for parents and community members to take part in school functions, including career exploration workshops, academic functions, and more. Will host Parent Sessions to help increase parent involvement, including: citizenship classes, computer classes, parenting classes, GED preparation, homework assistance trainings, and more. Workshops and trainings will be provided that will familiarize parents with academic expectations and requirements for the student's college readiness.	$12,000	$24,000	$24,000	$24,000	$84,000
6	Leadership and Team Building Trainers: Will be contracted to provide high-quality professional development trainings and team building workshops. These services will take place throughout the year and will be targeted at teachers, administrators, parents and community members.	$24,503	$28,427	$28,427	$28,427	$109,784
7	STEM Education: Will provide STEM labs and manipulatives and will include relevant professional development trainings.	$60,000	$20,000	$20,000	$20,000	$120,000
8	Intranet Data Link Hosted Service: Intranet will connect students' device to the district's information over a private wireless network, separate from the public internet. 10 licenses x $1,500 annually = $15,000.	$7,500	$15,000	$15,000	$15,000	$52,500
9	Computer Software Licenses: Will provide teachers, administrators, and students access to the complete host of Microsoft's products. Through this service, each participant will be able to create and edit Word, OneNote, PowerPoint, and Excel documents from a cloud-based server, which allows them flexibility of accessing their projects anytime and from any device. 212 licenses x $19 annually. (188 students and 24 staff/admin)	$2,014	$4,028	$4,028	$4,028	$14,098
10						
b. Subtotal of professional and contracted services:		$199,492	$283,405	$283,405	$283,405	$1,049,707
c. Remaining 6200—Professional and contracted services that do not require specific approval:		$199,492	$283,405	$283,405	$283,405	$1,049,707
(Sum of lines a, b, and c) Grand total						

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

Schedule #9—Supplies and Materials (6300)

County-district number or vendor ID: 235-901

Amendment number (for amendments only): _____

Supplies and Materials Requiring Specific Approval

#	Type	Expense Item Description — Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
		Technology Hardware- not capitalized							
1	Staff Laptops	Will be utilized by the 12 teachers, 2 Special Education Teachers, 1 DCSI, 1 Principal, 4 Content Coordinators, 1 Data Coordinator, 2 Instructional Strategists and Parent and Community (PAC) Coordinator to review and assess data, monitor the program, prepare lesson plans, plan activities, take part in online trainings, and more.	24	$1,000	$24,000				$24,000
63XX 2	Laptops	Will be utilized by students to complete assignments, complete research, and access school resources at home.	188	$500	$94,000				$94,000
3	Desktop Computers	Will be purchased to be utilized in the PAC and Interventionists' Resource Room to provide struggling students targeted and intensive instruction.	20	$1,050	$21,000				$21,000
4	Printers	Will be utilized in the PAC Resource Room, Intervention Room, STEM Lab, and Library to print information needed for instruction, data collection and more.	4	500	$2,000				$2,000
5									
63XX		Technology Software- not capitalized:							
63XX		Textbooks/Curricular Materials:							
63XX		Supplies and materials to be used as student incentives: **PBIS Supplies**							
		Specify type/ purpose: Will be utilize to improve the school climate at the campus. This will include purchasing achievement awards for students that demonstrate hard work, anti-bullying and drug free information, etc.			$2,500	$5,000	$5,000	$5,000	$17,500

Supplies and Materials that do not Require Specific Approval

6300		Supplies and materials that do not require specific approval:							
		Infrastructure: Will be utilized to update the campus' infrastructure and ensure the campus can support the added technology and software to be purchased.			$30,000				$30,000
		Family Engagement Supplies: Will be utilized by the PAC Coordinator. Will include supplies needed to print informational fliers, purchase GED study guides, and to host trainings and workshops.			$8,000	$5,000	$5,000	$5,000	$23,000
		Miscellaneous Supplies: Will be utilized to purchase supplies needed for the instruction of students. This will include ink cartridges, file folders, classroom books, carrying cases for portable devices, beakers, microscopes, microscope slides, Bunsen burners, calculators, and other supplies needed for the new Science lab and throughout the school.			$15,000	$22,000	$22,000	$22,000	$81,000
		Student Supplies: Will be utilized to purchase backpacks filled with school supplies that are needed by students to ensure that classroom instruction is not disrupted. This includes pens, spirals, pocket folders, flash drives, and more.			$5,000	$10,000	$10,000	$10,000	$35,000
				Grand total:	$201,500	$42,000	$42,000	$42,000	$327,500

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

Schedule #10—Other Operating Costs (6400)

County-district number or vendor ID: 235-901

| | Expense Item Description | Amendment number (for amendments only): | | | | Total Budgeted Across all Years |
		Year 1	Year 2	Year 3	Year 4	
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.					
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:					
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.					
6413	Stipends for non-employees other than those included in 6419					
6419	Non-employee costs for conferences. Requires 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 must attach Out-of-State Travel Justification Form, if applicable.					
64XX	Advisory council/committee travel or other expenses Specify name and purpose of council: Specify types of costs:					
6495	Cost of membership in civic or community organizations Specify name and purpose of organization: Specify purpose of membership:					
	Subtotal other operating costs requiring specific approval:					
	Remaining 6400—Other operating costs that do not require specific approval:					
	Transportation, Per Diem, and Lodging: Will be provided for TTIPS staff to attend the required Texas Accountability Intervention System training, as well as, visit exemplar schools. Costs will include travel, per diem, hotel, and registration fees.	$5,000	$5,000	$5,000	$5,000	$20,000
	Travel to Visit Other TTIPS Programs: Will provide the DCSI and Principal the opportunity to visit other TTIPS campuses and observe best strategies that are being implemented and discuss any hurdles they may be faced in the implementation of the program. This will provide the BJH staff the opportunity to address these issues before they begin.	$1,500				$1,500
	Nutritional Snack: Will be utilized to purchase nutritional snacks for students that take part in the after-school and summer academies and tutorials.	$3,500	$7,500	$7,500	$7,500	$26,000
	Grand total:	$10,000	$12,500	$12,500	$12,500	$47,500

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 #11—Capital Outlay (6600)

County-district number or vendor ID: 235-901

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6669—Library Books and Media (capitalized and controlled by library)								
1	**Library Books:** Will be purchase increase the number of books and resources available to students on campus.	N/A	N/A	$15,000	$15,000	$15,000	$15,000	$60,000
66XX—Computing Devices, capitalized								
2	**Electronic Flat Panel and Stand:** Will be utilized by teachers and students during their daily instruction. This interactive tool will encourage student participation by offering teachers the opportunity to enlist visually stimulating resources in the lesson plans. One device will be purchased to be utilized in the PAC/Intervention Resource Room.	13	$7,500	$97,500				$97,500
66XX—Software, capitalized								
3	**Reading Software:** Will be utilized by teachers to provide targeted instruction to increase the Reading proficiency of struggling, at-risk students.	75	$1,900	$142,500	$142,500	$142,500	$142,500	$570,000
4	**Math Software:** Will be utilized by Math teachers to provide targeted instruction to increase the Math proficiency of struggling, at-risk students.	75	$1,100	$82,500	$82,500	$82,500	$82,500	$330,000
66XX—Equipment, furniture, or vehicles								
15	**Computer Workstations:** Will be utilized in the PAC/Intervention Resource Room to provide individual computer workspaces where students and parents can access online software and GED curriculum and assessments during targeted instruction.	20	$100	$2,000				$2,000
16	**Adult Chair:** Will be utilized in the PAC/Intervention Resource Room to provide seating to students, parents, Interventionists, and PAC Coordinator during targeted instruction.	22	$60	$1,320				$1,320
17	**Teacher Desk:** Will be utilized by Interventionists and PAC Coordinator to plan lessons/review student work.	2	$400	$800				$800
18	**File Cabinets:** Will provide Interventionists and PAC Coordinator a secure storage to store students and parents information, as well as, other pertinent documents.	3	$330	$990				$990
19	**Book Shelves:** Will provide storage for books in the PAC/Intervention Resource Room. Books to be purchased will be designed to help increase students and parents reading proficiency.	4	$300	$1,200				$1,200
20	**Student Desks:** Will be utilized by students, parents, and Interventionists during one-to-one and small group instruction in the PAC/Interventionist Room.	10	$250	$2,500				$2,500
20	**Storage Cabinets:** Will store student supplies that will be purchased for use by students. This will include backpacks, notebooks, dividers, calculators, protractors, folders, and more.	1	$350	$350				$350
6XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)								
	Grand total:			$346,660	$240,000	$240,000	$240,000	$1,066,660

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: 235-901	Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total student enrollment	204		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American student enrollment	9	4.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic student enrollment	178	87.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White student enrollment	14	6.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian student enrollment	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged student enrollment	181	88.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP) student enrollment	33	16.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Special Education student enrollment	24	11.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	196		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in In-School Suspension	156		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	44		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in DAEP	14		2015-2016 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2015-2016 PEIMS report #425; code #C164
Attendance rate		93.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		N/A	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		N/A	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2016 standard, mathematics (standard accountability indicator)	93	55.0%	TEA 2016 Accountability Summary Report.
STAAR / EOC met 2016 standard, reading / ELA (standard accountability indicator)	90	53.6%	TEA 2016 Accountability Summary Report.
ACT and/or SAT- Class of 2015, percent students Tested		N/A	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2015, percent At/Above Criteria		N/A	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	N/A		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	N/A		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2014 enrolled in a Texas Institution of Higher Education (IHE)		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
		N/A	

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 235-901	Amendment # (for amendments only):

Part 2: Student Demographics- Comments
Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Community Demographics: BJH is located in Bloomington, Texas, which is situated 13 miles Southeast of Victoria. The 2014 U.S. Census estimates that the population of Bloomington is 1,878. The following table illustrates the demographics from Blooming and compares it to that of the state.

COMMUNITY DEMOGRAPHICS

	Race		Education			Poverty
	Hispanic	**White**	**Dropout**	**Diploma**	**Some College**	
Bloomington	75.8%	18.5%	38.6%	38.8%	22.7%	34.2%
Texas	38.2%	44.3%	18.4%	25.9%	55.7%	17.7%

Source: 2014 American Community Fact Finder

Student Demographics: The students enrolled in the campus are from a low socio-economic background. The campus has approximately 188 students of which, 88.7% are economically disadvantaged. Furthermore, **57% (107)** of the students are raised in single parent households and of the remaining 43% (81) of the population served a large portion of the parents work 2 jobs, so the students are left unattended. This information is based on survey conducted in August of 2015.

It is important to note that the reason for the low socio-economic background of the community stems from the housing industry. Bloomington has an increased number of low-income houses (20X20) that are built and rented for $49 per week, all bills included. This causes a large influx of individuals to migrate to Bloomington that are impoverished, uneducated, and have poor paying jobs. Many of these individuals' children come to the district with emotional issues and learning disabilities. The following table illustrates the campus demographics. The gaps between the campus and state can be attributed to the campus high percent of economically disadvantaged, at-risk students that are comprised primarily from minority groups.

STUDENT DEMOGRAPHICS

	STAAR Met Standard				Race		Crime Index per 100,000		At-	Economically
Year	**Reading**	**Science**	**Writing**	**S.S.**	**Hispanic**	**White**	**All**	**Juvenile**	**Risk**	**Disadvantaged**
BJH	68%	50%	46%	48%	87.3%	6.9%	5,966	6,238	73.0%	88.7%
Texas	77%	78%	72%	78%	52.0%	28.9%	3,456	4,040	51.2%	58.8%

Source: 2014-2015 Texas Academic Performance Report (TAPR) and Texas 2015 Crime Report

As can be ascertained by the information above, the town of Bloomington is a very impoverished community that faces many unique challenges. These challenges include the following:
- **Lack of Industries** – The town of Bloomington only has 4 businesses in the area. This includes the school, post office, church, and a restaurant. What this means for the community members is that the majority of them are required to travel at least 16 miles in order to seek employment;
- **High Drop-Out Rate** – Data indicates that 38.6% of the residents of Bloomington ages 18 and higher lack a high school education. What this means for the residents of the community is that they are forced to obtain employment in jobs that offer minimal pay, little or no benefits, and inconsistent hours. This includes occupations in the services industry such as: food service and customer service. Unfortunately, this also means that many of the parents have to work nights and weekends and are not available to assist and support their child with their academics;
- **Lack of Resources** – Since most of the students are living in poverty, they lack the ability to attain many of the resources that are an integral part to their education. This includes technology and basic school supplies.

Time-Related Data: As can be seen in the data above, Bloomington has a high crime rate for a town of its size. Currently, the campus has 17 students who have at least one parent incarcerated and 3 students with a sibling that is incarcerated. Furthermore, in the past year the district had to serve restraining orders to ban 5 parents from the campus for verbal abuse of a teacher, destruction of property, and public intoxication. This is a learned behavior that can be seen in the students conduct at school. Each year a number of disciplinary referrals are issued to students for fighting at the campus because this is how students have been taught to resolve issues. It should be noted that for a junior high campus, the district had a total of 156 in-school suspensions and 44 out-of-school suspensions for the 2015-2016 school year. For a campus of only 188 students, that number is a clear indicator of the disciplinary issues facing the campus.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)				
County-district number or vendor ID: 235-901				Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	20		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	15	74.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	5	25.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	0	0.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	0	0.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	1	6.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	5	33.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	8	53.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	1	6.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	3	17.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	3	21.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	3	20.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	5	34.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	1	6.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	$40,233		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	$39,877		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	$45,383		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	$56,370		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years Experience	$60,631		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	0	0.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Bachelor's degree as highest level attained	12	80.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Master's degree as highest level attained	3	19.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Doctoral degree as highest level attained	0	0.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 235-901	Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The staff at BJH is in transition. Over the past few years the campus has had a high turnover rate. Currently, the campus has 12 core area teachers and 2 special education teachers. On average, the campus has to replace 4 teachers annually. Unfortunately, each year at least 1 or 2 of the teachers that are hired have had less than 20% of their assigned students meet state standards on the STAAR assessment. This is despite the despite numerous training, mentoring, walk-throughs, observations, and insight/guidance that has been provided. On a campus of approximately 188 students, 1 or 2 ineffective teachers can drastically impact the campus outcomes and cause a campus to be designated as Improvement required. The campus does not have established procedures or programs in place to provide teachers with a structured training plan, targeted student assistance, and data desegregation of student data to differentiate instruction.

Additionally, since most of the students come from households with an annual income of less than 25K, their families lack the ability to provide them with supplies needed for their daily lessons. While this includes technology to be used at home, many of the students do not even have access to basic supplies such as paper, notebooks, pens, pencils, and backpacks. This deficiency leads to added issues for teachers since this causes a disruption in class instruction. In the past, the campus has purchased and donated school supplies for 57 students at the campus. The campus lacks a structured student academic intervention program that will help provide targeted instruction to at-risk students. A designated area needs to be established that were these students can be provided 1-to-1 or small group targeted instruction.

Additionally, parents need to be encouraged to take a bigger part in their child's education and development. This includes providing them with a better understanding of their child's academic requirements, as well as, the programs that are offered through the school. Parents and family members need to be provided the opportunity to improve their own circumstances. To accomplish this, GED-Prep courses, workshops, and trainings such as parenting courses, basic computer training, and resume writing need to be made available for them to attend.

While the campus understands the importance in providing teachers with collaborative opportunities and these needed supports, the campus is faced with the difficult task of generating funds to address these needs, as well as, organizing and generating buy-in from teachers for this to succeed. Therefore, in order to foster an open, supportive and collaborative campus culture that will increase the teachers' ability to provide instruction and allow them to seek and attain growth within their field, the campus requires the grant funds to:

- Implement a structured professional development training program;
- Implement a comprehensive evaluation system;
- Contract two Instructional Interventionists that can provide targeted instruction to at-risk struggling students;
- Create an Intervention/Parent and Community (PAC) Resource Room;
- Provide teachers with access to supplies and materials needed by students as part of their daily instruction;
- Increase the level of experience of the teachers at the campus; and
- Increase the use of data.

Through these measures, the campus is confident that it can, not only successfully increase the teachers' capabilities, but can also create an added sense of community within the campus. This will ensure that teachers share in the success and failures of the school and push to excel in their teaching strategies.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)														

County-district number or vendor ID: 235-901 | Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	68	65	55	0	0	0	0	188

Part 6: Teachers to Be Served with Grant Funds.
Enter the number of teachers in each grade to be served under the grant program.

In indicating numbers for Teachers, duplicate counts are permitted. For example, if a teacher instructs sections of 3rd, 4th and 5th grades, that teacher should be counted for each of those grade levels. It is understood that this might elevate the total count of teachers on this table. The actual, unduplicated number of teachers is captured in the Staff Demographics-Data table.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	4	4	4	0	0	0	0	12

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Schedule #13—Needs Assessment

County-district number or vendor ID: 235-901	Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Process Description for Data Analysis: In preparation for the submission of the Texas Title I Priority Schools (TTIPS), Cycle 5 grant, a District TTIPS Committee was assembled, which comprised of 16 members, to include campus and district staff, community leaders, and parents. The Committee met once a week for 4-weeks to complete the needs assessment, interpret and analyze data, and thoroughly discuss the various models of reform prior to making a final recommendation about the model that was the best fit for the campus.
Assessment: In conducting the campus needs assessment, the following data was collected and reviewed:

- Daily assignment scores
- Attendance records
- Teacher and staff participation
- Quality of available resources
- Parental involvement documentation (sign-in sheets)
- Student and teachers' accessibility to resources

- Test scores
- PEIMS 425 records
- Teacher and staff experience
- Teacher and staff recent performance evaluations
- Quality/dependability of partners and vendors
- Campus hours of operation

Team Members Involved and Frequency/Timeline of Planning Process: After the district level TTIPS meetings, a TTIPS Campus Committee was assembled. This Committee was comprised of the Principal, Teachers, SPED Teacher, Counselors, Parents, and Community Members. These individuals met once a week over a 3-week period.

Key Activities/Strategies Used for Decision-Making: Utilized the aforementioned process, the Campus Committee analyzed all data in order to identify the most appropriate research-based strategies and interventions to address the goals of increasing student achievement, positively changing the culture and climate of the campus, and increasing parent and community involvement. Then the two Committees met and discussed suggestions, additions and/or deletions to the proposed program. Based on finding, the Committee selected the **Rural Transformation Model**. The District and Campus TTIPS Committee met and shared its research and recommendations with parents and the school staff in August 17, 2016, answered all questions and clarified any issues. On August 17 and August 24, the TTIPS Committees shared the results, findings and research regarding data analysis, needs assessment, planning activities, and research on reform models with the District Leadership Team, the School Board and the Board Finance Committee.

The committee decided to implement the **Rural Transformation Model** to change the environment for the benefit of all students enrolled at BJH. This would allow the campus to utilize funds to develop and increase teacher and school leader effectiveness, deliver comprehensive instructional reform strategies, increase learning time, create a community-oriented school, and provide flexibility and sustained support.

Goal Setting and Intervention Design: The following goals and interventions were selected based on the identified models and need of the campus:

- Goal #1: Providing staff on-going, high-quality, job-embedded professional development;
- Goal #2: Improving the quality of instruction provided to students;
- Goal #3: Developing an Incentive and Career Advancement Program in which teachers are rewarded and/or promoted for demonstrating excellent instructional and leadership qualities;
- Goal #4: Increasing the use of data to meet the needs of students;
- Goal #5: Implementing a comprehensive teacher and principal evaluation system;
- Goal #6: Increasing parental and community involvement; and
- Goal #7: Improving the school climate at the campus.

Meeting these goals will be critical for the successful implementation of the program; therefore, continuous monitoring by the District Coordinator of School Improvement (DCSI), as well as, evidenced-based progress reporting will be required.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 235-901	Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the single intervention model selected by the district/campus for implementation. Note that applicants are limited to select, design and implement a grant program in keeping with only one model and not a combination of models.

☐ Transformation

    ☒ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

    ☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **Rural Transformation Model** was selected because it directly addresses the issues and needs of the campus. This includes: A high percentage of economically disadvantaged students; Difficulty recruiting and retaining highly-qualified personnel; and Lack of support from its parents and community members.

BJH has been in Improvement Required for 4 years and according to all the information analyzed, that status is directly attributable to the:
- Quality of instruction provided;
- Depth of the data analysis used to inform instruction;
- High turn-over rate of teachers and administration;
- Lack of parental and community involvement;
- Lack of subject matter specific PLC's and job embedded professional development;
- Inability to provide flexible learning opportunities and extended learning opportunities; and
- Lack of funds to contract with successful experts who can assist with implementation of research programs.

BJH must improve student achievement, provide rigorous lessons that are on the level with the higher-level critical thinking that is a necessity to be successful in life and on the STAAR. This is only possible by transforming the school and targeting all areas that directly impact student achievement mentioned above. Research supports that financial incentives will not make a teacher more effective, but a financial incentive for already effective teachers, those who are passionate about their teaching and their students, should be rewarded for their excellence. The **Rural Transformation Model** allows the campus of Bloomington Junior High to have an impact on all the areas that will significantly the success of their students.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 235-901	Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus staff has been working to identify the root causes to the issues that the campus consistently faces. District and campus staff have sought to engage with teachers, parents, and community members in order to gather input regarding the problems that students encounter which negatively impact their academics. This was done as part of a comprehensive needs assessment that was conducted on the campus and utilized during the preparation of BJH's Campus Improvement Plan (CIP).

<u>Actions Taken to Solicit Input from Stakeholders in Selecting the Model:</u> Family and the community members were meaningfully engaged in assessing the program needs and selecting the school improvement model. *(10 pts.)* BJH needed their input, but knew that they would first need to be interested enough to get involved. Therefore, the campus developed an informative brochure about the benefits of the TTIPS grant. The brochure was placed it at the post office, at the churches, and the local restaurant. Additionally, a request was made that the pastors and ministers would remind their congregation too pick-up the brochures and contact the school for more information or if they wanted to be involved in the planning committee. The churches also placed it in their bulletin boards to be read at each service.

<u>How Input Was Taken into Consideration when Selecting the Model:</u> Two community forums where scheduled to disseminate the information to community members. To spread the word about the scheduled forums, the announcement was placed in the campus and district websites, on the marquees, Facebook, and Twitter. Additionally, a parent was utilized to spread the word among the community. At the forums, information was presented and questions were answered. After the community forums, we had contact information and interest from 13 community members. Two additional meetings with the 13 members were held to provide additional information. The meetings attended were on the annual evaluation of the federal programs. The district wanted the community members to have firsthand knowledge of the campus's current situation, including strengths, weaknesses, obstacles, and barriers. After the annual evaluation of federal programs' meetings, the Superintendent presented and discussed the various models available with the TTIPS Grant. This also provided the opportunity to discuss any concerns or issues not resolved and any non-negotiables involving the proposed program. These non-negotiables were:

1. Focus must be on student achievement.
2. All teachers at the campus must be on board and have buy-in.
3. Financial incentives would be provided to effective teachers who go above and beyond what is asked of them.

After discussing the criteria of all the models, their recommendation was to implement the **Rural Transformation Model.**

<u>Plans to Meaningfully Engage Families and Community in the Implementation on an On-going Basis:</u> Family and community members will be meaningfully engaged in an on-going basis through the implementation of the program. *(10 pts.)* In order to ensure family and community members remain engaged throughout the implementation of the program, two members were selected to be part of the TTIPS Committee. These members were responsible for ensuring that the recommendation and non-negotiables of the community were presented and discussed. When the district team met, and brainstormed, analyzed data, and decided on a model, they came to the same conclusion. It was unanimous from all parties involved. the administrative staff has designed the following strategies:

- A Parent and Community (PAC) Center will be created out of existing space and a PAC Coordinator will be contracted to provide GED courses, Computer Trainings, Parenting Classes, as well as, provide information workshops regarding students' graduation requirements;
- Provide added opportunities for parents and community members to support students in their academics;
- Ensure the transparency of the TTIPS and other on-going programs and activities so that parents and community members can be more involved in the decision making process; and
- Ensure that parents and community members are part of the TTIPS Committee so feedback can be solicited.

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		Schedule #14—Management Plan	

County-district number or vendor ID: 235-901	Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI)	Will lead the campus through the implementation of long-term reforms, as set forth in the TTIPS **Rural Transformation Model**. Will oversee in common planning times, review data and provide updates on the status of the program to stakeholders, schedule trainings, approve expenditures, and more.	• Qualifications: Managing Programs, Budgets, Personnel, and Vendors • Experience: 5 years in a related field • Certifications: Master's Degree in Educational Management Field
2.	Superintendent	Will obligate the district to grant activities according to state regulations. Ensure no previously allocated funds are diverted from the campus because of its acquisition of TTIPS funding.	• Qualifications: Teacher, Coach, Principal, and other administrative roles • Experience: Minimum 5 years as a Superintendent • Certifications: Master's Degree in Education and a Superintendent Certificate
3.	Principal	Will monitor the implementation of the program and ensure all stakeholders are kept abreast of program growth and outcomes. Will ensure all stakeholders participate in all surveys and questionnaires conducted by TEA and the Evaluation Team. Will support and provide oversight to the program by attending scheduled TTIPS meetings and reviewing collected data results.	• Qualifications: Working with students and successfully overseeing programs • Experience: 5 years in a related field • Certifications: Master's Degree in Education or similar field
4.	TTIPS Committee	Will meet regularly to discuss the progress of the TTIPS Program, review all data results, and address any significant issues. Will propose solutions to issues and address any changes that may need to be made to the approved TTIPS grant.	• Qualifications: Knowledge of effective intervention strategies. Collaboration and organizational skills • Experience: 5 years in a related field • Certifications: Varies based on role
5.	Data Coordinator	Analyze and monitor data, student performance, develop and implement student remediation and acceleration plans with campus team, develop plans for continuous improvement, accountability monitoring.	• Qualifications: Understand state and federal accountability, be able to analyze data, assess needs, and make recommendations • Experience: 3 years' central office experience • Certifications: Master's Degree
6.	Teacher Mentors	Will provide new and struggling teachers with oversight and training. Will serve as the facilitators during all planning learning times. Will conduct classroom walkthroughs on all assigned teachers in order to provide feedback and suggestions.	• Qualifications: On-going commitment to the school, proven record of student growth, and willingness to actively participate in/or plan school functions • Experience: A minimum of 5 years' experience • Certifications: Bachelor's Degree
7.	Content Coordinators	Use data to inform instruction, develop PLC's, design embedded prof. development, ensure instruction, curriculum, assessment aligned, develop benchmark-formative assessments, increase rigor, embed technology.	• Qualifications: Team coaching, effective communicator, design PD based on needs, develop strategy for continued improvement • Experience: 5 yrs. subject matter experience • Certifications: Master's degree

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Schedule #14—Management Plan (cont.)			
County-district number or vendor ID: 235-901		Amendment # (for amendments only):	

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	National School Climate Center (NSCC)	Will assist the campus in promoting a positive and sustained school climate, which will increase teacher retention and student academics. This will be accomplished by providing access to online surveys, school climate portal, Comprehensive School Climate Inventory (CSCI) Report, and Action Worksheets.	Qualifications, experience, and certifications will be set forth by NSCC and will be sufficient to meet the requirements of the program.
2.	Intranet Service Provider	Will assist the campus in increasing students access to school and district resources. This will be accomplished by installing data link devices throughout the community. The data link devices will connect students' device with access to the campus's information over a private wireless network, separate from the public Internet.	Qualifications, experience, and certifications will be set forth by the data link provider and will be sufficient to meet the requirements of the program.
3.	Consultant Professional Development Service Provider	Will provide a spectrum of trainings designed to improve classroom management skills, leadership skills, instructional strategies, school climate, and parental and community involvement.	• Qualifications: Trainings that are research-based and proven to be effective • Experience: 5 years as a trainer • Certifications: Bachelor's degree in education or administration
4.	Math and Reading Interventionists	Will assist classroom teachers and mentors in providing focused interventions to small groups of students in accordance with the TTIPS proposed program.	• Qualifications: Knowledge in instructional strategies, classroom management strategies, and trainings • Experience: 3 years • Certifications: Bachelor's degree in education
5.	Region 3 Education Service Center (ESC)	Will provide professional development training to teachers and staff such as: Creating a Positive Campus Climate, Classroom Walk-throughs with Reflective Practice, Applying Technology in the Classroom, Instructional Leadership Development (ILD), Mental Health, Bullying and Reporting Procedures, etc.	Qualifications, experience, and certifications will be set forth by the ESC and will be sufficient to meet the requirements of the program.
6.	External Evaluator	Will provide with campus with a comprehensive professional development training plan that is designed to increase parent and community involvement, establish effective student-teacher relationships, and create a learning and supportive structure outside the school environment.	• Qualifications; Previously evaluated other programs of this magnitude • Experience: Minimum 5 years' experience • Certifications: Bachelor's degree in education or administration
7.	Pitsco Education	Will work with the BJH campus to create a STEM Lab in available space. This laboratory will include all resources that are needed to fully implement the programs. Such as: trainings, supplies, equipment, consumables, furnishings, and more.	Qualifications, experience, and certifications will be set forth by Pitsco Education and will be sufficient to meet the requirements of the program.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 235-901	Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<u>**Ensure all Project Participants Remain Committed to the Project's Success:**</u> In order to ensure that the project participants remain committed to the project's success, BJH will implement the following procedures:

- The success and progress of the program will be communicated to stakeholders during the monthly School Board Meetings and every 6-weeks at the Community Roundtable Meetings.
- Evidence of improvement, as well as increased involvement and academic achievement will be shared with stakeholders in order to keep them engaged and generate excitement that directly impacts long term commitment.
- Constant communication and oversight from the Superintendent and the DCIS will be provided to ensure total transparency with the grant and all activities.
- Opportunities will continue to be provided for the involvement of stakeholders to express concerns, celebrate victories and ask questions.
- The DCSI will develop a TTIPS playbook in consultation and collaboration with all stakeholders that will include all the information relevant to the continuation and success of the grant, including goals, activities, resources, timelines, and any adjustments, data, metrics, progress monitoring and other relevant information.
- Every 6 weeks, after the grading period and after the community round-table meetings, the playbook will be updated with current data and information. Updates will be provided to all grant and campus personnel.
- Every week, the Superintendent will meet with the Principal and DCSI to analyze formative assessment data.
- Every 6 weeks, the TTIPS Committee will meet to discuss, analyze data, evaluate activities and determine if modifications need to be made. This information will be discussed at the open community round-table meetings.
- The Superintendent will host monthly "Snacks with the Super" (Superintendent) meeting to provide stakeholders the opportunity to express concerns or excitement.
- The Superintendent, the DCSI and 1 other grant personnel will have weekly Blue Moon Walks, publicized so that community members can walk and talk about the TTIPS grant.
- Twice each month, the DCSI will meet with selected grant personnel, based on information from weekly principal meetings, Blue Moon Walks, and Snacks with the Super.

This continued communication and collaboration will keep each employee motivated and engaged. At the end of each semester, milestones reached will be celebrated. By the second year of the grant, the goal is to attain the state standard in all subjects and all grade levels, increase parental involvement by 10%, decrease discipline referrals by 15%, improve attendance by 2% and increase the number of distinction designations we earn.

<u>**Succession Management Strategies:**</u> To ensure that the district and campus personnel are able to deliver continuous high-quality programming when there are changes in key project staff, the **Rural Transformation Model** will incorporate succession management strategies. Through these succession management strategies, TTIPS staff will be trained in the role and function that they are assigned to and will be able to stand-in or support other key roles. This will especially be of use in the event that key personnel leave the district. Suitable replacements will be able to be garnered within the existing staff or if replacement personnel are brought in, such as a new Principal or Superintendent, exiting staff will be able to provide the new individual with support during the transitioning process. The image below depicts the various phases that will be utilized to ensure that personnel are available to fill key positions. The strategies will include the following:

- Provide a source of in-house replacements for key positions:
  1. Identify key positions and their responsibility and qualification requirements and
  2. Identify individuals (apprentices) that have the qualifications, dedication, and aptitude to fill these roles;
- Allow for the preparation of key-talent by providing challenging, growth-oriented and rewarding career opportunities:
  1. Identify and schedule required trainings needed to prepare for the position and
  2. Allow opportunities for the apprentice to assist the current employee;
- Assess each apprentice:
  1. Provide each apprentice with feedback and suggestions for growth and
  2. Provide added trainings as needed.

It is the intent of the campus to ensure that prospects for promotion are trained to fill multiple roles when possible, this will help to ensure that the campus is able to meet all its staffing needs in the event that more than one individual leaves the employment of the campus. Due to the small size of the community, this is always a distinct possibility.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 235-901	Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide support to sustain the reform after the grant period ends?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Many of the proposed elements of the project are designed to *significantly increase capacity and create a lasting change* to the campus culture. These elements include the following:

Goal #1: Providing staff on-going, high-quality, job-embedded professional development.
- Review needs assessment and evaluation results in order to identify the types of trainings each staff member needs.
- Identify individuals that will be placed in the Career Advancement Program.
- Meet with staff members to create a customized training plan.
- Research providers that are available to provide the identified trainings needed and schedule.
- Follow-up with staff and trainers to verify if trainings of staff is progressing.

Goal #2: Improving the quality of instruction provided to students.
- Provide students access to research-based, developmentally appropriate curriculum.
- Hire to Content Coordinators to align assessments and instruction with the campus's instructional framework;
- Ensure all students have access to curriculum and technology 24/7 by providing a 1:1 student to technology ratio.
- Utilize STEM related, hands-on resources in order to encourage students' participation.
- Provide after-school tutorials, as well as, monthly Academic Academies that will target students' areas of deficiencies.
- Contract Reading and Math Interventionists to provided teachers with targeted assistance.

Goal #3: Developing an Incentive and Career Advancement Program.
- Meet with the Implementation Team to finalize and approve the Incentive and Career Advancement Program guidelines.
- Conduct a meeting with staff members to provide them information regarding the two incentive programs.
- Solicit volunteers for the Career Advancement Program and select the individuals that will serve as apprentices.

Goal #4: Increasing the use of data to meet the needs of students.
- Use student data to identify and implement an instructional program that is research-based, developmentally appropriate, vertically aligned, and promotes academic content across a range of development.
- Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.

Goal #5: Implementing a comprehensive teacher and principal evaluation system.
- Put together an Evaluation Team that will consist of the DCIS, Interventionists, Principal, Data Coordinator, Counselor, and the External Evaluator.
- Ensure the evaluation system includes multiple annual classroom observations, goal setting, formative reviews, support, and end-of-year conferences.
- Utilize rigorous, transparent, and equitable evaluation systems that take into account data on student growth as a significant factors and are designed and developed with teacher and Principal involvement.

Goal #6: Increasing parental and community involvement.
- Contract a PAC Coordinator who will be responsible for scheduling events designed to increase family and community involvement.
- Provide added opportunities for parents and community members to support students in their academics.
- Host Parent Sessions and Workshops that will increase parents' understandings of their child's academics, as well as, help them improve their opportunities.
- Ensure that parents and community members are part of the Implementation Team so that feedback can be solicited.

Goal #7: Improving the school climate at the campus.
- Provide an array of incentives that are designed to improve students' behavior and academics.
- Implement an anti-bullying campaign.
- Have the Counselor meet with students so that they can discuss issues and be provided with solutions.
- Provide students access to needed school supplies that parents may not have access to. This includes backpacks, Chromebooks, paper, writing supplies, and more.

Lasting Change and Sustainability: Capacity gained through the proposed project will create lasting change to campus culture and practices that can be sustained after the grant period ends. *(10 pts.)* As can be seen in the activities that are tied to the goals listed above, many of the initiatives to be introduced through the program will require start-up funds. Once many of these initiatives have been put into place, they can be easily sustained through local funds. Other initiative, (i.e. new staff and increased pay) will also be absorbed through the use of local funds or by seeking other funding sources.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 235-901	Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<u>Processes Used to Establish Challenging Yet Attainable Performance Measures</u>: Beginning May 2016, BISD began analyzing data, prior to knowledge of TTIPS grant.
- In July, after all accountability data was received from the state, all data was disaggregated by teacher, subject, and student. In addition, discipline referrals and attendance data was analyzed by teacher and student. This process allowed the district to determine teacher strengths and weaknesses, instructional concerns, and identify gaps in curriculum alignment.
- After all data was analyzed, performance measures were established to meet the state standard for 2017-2018. The district targeted improvement areas and increases needed by each student, disaggregated by objective using the DMAC system. This allowed performance measures to be established for each subject, each student, and each grade-level.
- The district analyzed the campus groups for the last three years. Mathematically, it was determined what performance level needed to be reached to earn a distinction. If the 2-year average was 20 percentage points, then performance measure with a 10 to 15 percent increase for year 1 and 10 to 15 percent increase for year 2 were set.

These meetings occurred the month of July and were attended by the campus Principal, Superintendent, Testing Coordinator and 2 Content Specialists. In addition, the disaggregation of data presented us with a significant information to plan PLC's, decide on professional development that would be job embedded, campus and specific per teacher, and to determine the areas where instruction was weak and/or a teacher was weak teaching the objective. The team decided that they must increase by percent of students at Advanced standard and at post-secondary readiness by 10 percentage points year 1 and 5 percentage points year 2 to meet state standard.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process for collecting data has been broken-down at a detailed level in order to inform effectiveness of each activity/intervention. BJH has identified various types of data that will be collected for this process that includes both qualitative and quantitative data. This includes the following:
- ***Observations (Qualitative)*** - The Evaluation Team that will gather data by identifying and recording the characteristics and behavior of students, teachers, staff, parents, and community members through observation. This will be especially important in determining the success in improving the school's climate and ensuring that all stakeholders remain committed to the program.
- ***Interviews (Qualitative)*** – The Evaluation Team will conduct interviews on randomly selected teachers and students. The interview will include a set of standard questions that will be asked on a one-to-one basis in order to be able to obtain straightforward replies. Additionally, any staff member that end their employment with the district will be asked to take part in an exit interview in order to determine if any other factors exist that had led to the high turnover rate.
- ***Focus Groups (Qualitative)*** – The Evaluation Team will conduct focus group interviews on select groups. These groups will be brought together in order to be asked relevant and game changing questions. The goal will be to establish a dialog that can result in identifying common issues and encouraging input and suggestions.
- ***Surveys (Qualitative/Quantitative)*** – The Evaluation Team will conduct online group surveys. These groups will include students, teachers, parents, and community members. The surveys will be utilized to determine the success of the program by determining the number of individuals that are partaking in activities (activity-level per student) and interventions, how often they are participating, and the degree to which the participants are satisfied with the activities.
- ***Generated Reports/Assessments (Quantitative)*** – The DCSI, Principal, Instructional Coaches, teachers, and HR and PEIMS department will generate data reports that will be utilized to measure students' growth and teacher retention. This will include reports from RtI software programs, STAAR Assessment Results, PEIMS 425 Reports, etc. They will be reviewed by the Evaluation Team and be utilized in the Evaluation Report submitted to TEA and the district.
- ***Progress Reports and Sign-in Sheets (Quantitative)*** – The teachers will be required to track students' daily assignments, attendance, and classroom behavior. Copies of the students' progress reports will be submitted to the Evaluation Team, for tracking. In addition, sign-in sheets will be collected and inputted into an electronic log.

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Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: 235-901	Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?
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As part of the proposed program, the campus will ensure activities and initiatives are *assessed for effectiveness on an on-going basis*. The campus will put together an Evaluation Team, which will consist of the DCSI, Interventionists, Principal, Data Coordinator, the External Evaluator, and other staff that will be responsible for utilizing both summative and formative assessments to ensure the on-going monitoring of continuous improvement.

Goal #1: Providing staff on-going, high-quality, job-embedded professional development. Activities/interventions will consist of the following list of items and will be assessed utilizing classroom observation notes, sign-in sheets, evaluation results, surveys, and meeting minutes:
- Review needs assessment/evaluation results in order to identify needed trainings.
- Identify individuals that will be placed in the Career Advancement Program.
- Meet with staff members to create a customized training plan.
- Research providers to provide the identified trainings needed and schedule. Follow-up to verify if staff is progressing.

Goal #2: Improve the quality of instruction provided to students. Activities/interventions will consist of the following list of items and will be assessed utilizing software/STAAR results, report cards, surveys, and Technology Agreements:
- Provide students research-based, developmentally appropriate curriculum and increase the use of technology.
- Hire two Content Coordinators to align assessments and instruction with the campus's instructional framework;
- Ensure all students have access to curriculum and technology 24/7 by providing a 1:1 student to technology ratio.
- Utilize STEM related, hands-on resources in order to encourage students' participation.
- Provide after-school tutorials, as well as, monthly Academic Academies that will target students' areas of deficiencies.
- Contract a Reading and a Math Interventionist to provided teachers with targeted assistance.

Goal #3: Develop an Incentive/Career Advancement Program. Activities/interventions will consist of the following list of items and will be assessed utilizing software/STAAR results, report cards, surveys, sign-in sheets, and evaluation results:
- Meet with the TTIPS Committee to finalize and approve the Incentive and Career Advancement Programs.
- Conduct a meeting with staff members to provide them information regarding the two incentive programs.
- Solicit volunteers for the Career Advancement Program and select the individuals that will serve as apprentices.

Goal #4: Increasing the use of data to meet the needs of students. Activities/interventions will consist of the following list of items and will be assessed utilizing teacher surveys, student assessments, classroom observations, and report cards:
- Use student data to identify and implement an instructional program.
- Promote the continuous use of student data to differentiate instruction to meet the academic needs of students.

Goal #5: Implementing a comprehensive teacher/principal evaluation system. Activities/interventions will consist of the following list of items and will be assessed utilizing teacher observations, surveys, and student assessment results:
- Establish an Evaluation Team that will utilize evaluation systems that take into account data on student growth.
- Ensure the evaluation includes multiple observations, goal setting, formative reviews, and end-of-year conferences.

Goal #6: Increasing parental and community involvement. Activities/interventions will consist of the following list of items and will be assessed utilizing sign-in sheets and surveys:
- Contract a PAC Coordinator who will be in charge for family/community involvement.
- Provide added opportunities for parents and community members to support students in their academics.
- Host Parent Sessions and Workshops.
- Ensure that parents and community members are part of the Implementation Team so that feedback can be solicited.

Goal #7: Improving the school climate at the campus. Activities/interventions will consist of the following list of items and will be assessed utilizing focus groups, surveys, report cards, and observations:
- Provide an array of incentives that are designed to improve students' behavior and academics.
- Implement an anti-bullying campaign and drug-free atmosphere.
- Have the Counselor meet with students so that they can discuss issues and be provided with solutions.
- Provide students access to needed school supplies.

Utilizing an array of summative and formative assessments, the campus will be able to identify existing problems with the delivery of the activities and initiative. If any issues are identified, the Implementation Team will be assembled to *discuss the findings and determine the best method to correct the problem*. If time allows, a public meeting will be scheduled to garner feedback from stakeholders prior to making any decisions. If time does not allow for a public meeting to be held, then written documentation of the meeting will be posted on the campus's website that will detail the issue, assessment process utilized to identify the issue, and the method that will be utilized to correct the issue. Once the corrective action has been put into place, a timeline will be set to re-evaluate the issue. If it is determined that the issue still persists, the application will be reviewed and an amendment will be submitted to provide for added resources.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 235-901	Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:
- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

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The campus has always utilized a rigorous review process for selecting the highest-quality and best-fit external providers to conduct services and deliver products. In order to ensure the proper external providers are selected, the campus Implementation Team will first review the needs of the campus, the goals of the program, and the planned activities and initiatives. The staff and external providers on the project each serve a function that is essential to meet program goals and their roles are non-duplicative. *(10 pts.)* Based on this information, the Implementation Team will categorize the types of external providers that will be required. This will include Professional Development Trainers, Technology Vendors, External Evaluators, Curriculum Vendors, and more.

Reasonable Sized Pool of Prospective External Providers Identified: Methods described for recruiting, screening, and selecting external providers ensures highest possible quality in providers. *(10 pts.)* The district will utilize its current procurement procedures, that is governed by a state competitive bid law, to recruit external providers who are able to meet bid requirements and provide appropriate plans to meet timelines and milestones for implementation of the services and products to be provided. Among information that will be obtained through the bid process, will be:
- ***Menu of Services*** – It is the intent of the district to provide teachers, students, staff, parents, and community members with a wide-range of professional development training, products, and services that will ensure the district exits "Focus" status. Therefore, the Menu of Services was and will for future vendors be requested from each prospect in order to ensure that the Implementation Team has a complete understanding of services available;
- ***Level of Experience in Delivering Work*** – The Implementation Team will research the number of years of service and request information pertaining to the level of experience of the staff, to include the CEO, and a list of previous clients. Any individuals that do not have at least 10 years of experience in providing services in the same category will be notated.
- ***History of Prior Success Consistently Strong Results in Similar Projects*** – A list of previous clients will be requested, so that the Implementation Team can contact them and request feedback and a recommendation. As part of the feedback that will be solicited from previous clients, will be the degree to which the services provided had been successful in achieving the intended results, quality of services/products provided, level of support provided, and more; and;
- ***Associated Costs*** – A breakdown of fees will be researched in order to create cost comparison sheet per category. Providers with the best cost per service were notated.

Although the district will utilize a bid process to obtain the best value for services and products when possible, a sole source provider can be selected if it is determined that they are the only provider that can provide the service or product required.

Conduct a Risk-Assessment Related to Contracting: The Implementation Team will assess how the contracting of each external provider will support the TTIPS goals for campus reform and how the relationship would be managed. Areas of concern included the security issues related to the accessibility that would be granted to technology and students. The campus is aware that by allowing access to any provider to install technology and/or software in the district, student, teacher, and staff records are at a risk of being compromised. In addition, by allowing external provider access to the campus, they would also gain access to the students. To minimize the threat to students, teachers, staff, and parents, the district will enforce a policy that requires all providers pass a criminal background check prior to being admitted on campus property. This will include any individual that is employed or subcontracted through the agency to provide any level of service at the campus. In addition, each provider will be required to submit a signed Confidentiality Form. This form will help to ensure students, teachers, staff, and parent's information is protected as required by FERPA.

Final Selection and Procurement: The Implementation Team will review the list of vendors, which will include all research that had been gathered. Based upon the information, the Implementation Team will select various vendors from all categories that will be considered. These individuals will be scheduled to provide a product demonstration for selected teachers, staff, and the Principal, as well as to provide a bid or invoice for identified services. Once all demonstrations have been conducted, a provider for each category will be selected. As per district's policy, if awarded, any invoice that exceeded $15,000 will be scheduled to be presented for school board approval during the next scheduled school board meeting.

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Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:
- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

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On-going Process to Provide Oversight to External Providers: Methods described for rigorous oversight of external providers ensures on-going high-quality service and success in delivering outcomes. *(10 pts.)* Bloomington Junior High will employ a District Coordinator of School Improvement (DCSI) that will be responsible for providing oversight to the external providers, together with the Superintendent, to ensure their continued quality and success in meeting project deliverables. This individual will be required to: Be present at the onset of the contractual agreement; Attend trainings; Oversee the installation of technology, hardware, and/or software; Meet with teachers, students, staff, parents, and community members to discuss the quality and ease of implementation of products, services, and strategies provided by the external providers; Respond to any issues and problems; and Provide the Implementation Team with regular updates on the external providers' performance.

Proposed Schedule to Regularly Review External Provider Performance: This DCIS will create an online calendar that will be linked to the DCSI and Superintendent's cell phone in order to provide up to date notification of expected events. Through this manner, both individuals will be able to provide on-going and continuous oversight as follows:

Timeline	Activity
Every 2 Weeks	The DCSI will check-in with providers by phone or in person to review weekly activities.
Monthly	The DCSI will conduct meetings and conversations will be conducted with external providers to review goals, milestones, and, progress monitoring; review/revise the activity calendar; and complete the Bloomington Intervention Monitoring Plan.
Every 6 Weeks	The DCSI will review the impact of the professional development trainings on teachers' instruction based on grade reporting, 6 week assessments, principal meetings, achievement data, etc.
Quarterly	The DCSI and Superintendent will review academic, attendance, discipline, and culture/climate data to present updates to the school board and community.
Yearly	The DCSI and Superintendent will evaluate all data to develop priorities, adjust activities/timelines, make decisions on personnel, evaluate teachers, and revise campus action plans.

Personnel Responsible for Oversight and Management of Providers and Instruments to Measure and Monitor Success of Providers: As previously mentioned, the DCSI and Superintendent will be responsible for providing oversight and managing each of the contracted external providers. The campus, in conjunction with Region 3 Education Service Center and the campus's Professional Service Provider (PSP) utilize a locally developed instrument, Bloomington Intervention Monitoring Plan (BIMP), that is grounded in data to measure and monitor the success of provider. The district and campus will review all needs assessment information, data, outcome goals, and timelines. The DCSI will utilize a checklist for bi-weekly monitoring, as well as, a checklist for monthly monitored activities, depending on the goal and the intervention activities being conducted. The activities are monitored for implementation and marked as follows: Accomplished, In Progress, or Not Started. In addition, each provider must complete a three-part comment section that addresses the following indicators: 1.) Percent of progress towards the outcome of the goal (s); 2.) Successful interventions and their contributing factors; and, 3.) Obstacles and barriers for interventions and how these were overcome. This checklist will be discussed bi-weekly and reviewed and analyzed monthly as a progress check to ensure accountability and progress.

Corrective Actions or Additional Supports Utilized to Improve Provider Performance: Based upon the results of the Bloomington Intervention Monitoring Plan, the DCSI may be required to meet with the providers to request a Corrective Action Plan (CAP) or additional support and trainings. Individuals that provide technology, hardware, and software may request to provide additional trainings to teachers and or to replace products that are not functioning properly. Professional development trainers may need to work with the DCSI to review the menu of available trainings and identify different trainings. If the issue is with the presenter, the DCSI may need to request a different presenter be assigned to the campus.

Criteria/Sequence of Actions to Be Taken to Remove/Replace A Low Performing Provider: In the event that issues with the provider cannot be resolved, the DCSI may suggest to the Implementation Team that the provider be replaced. An alternate provider or intervention will be presented as a solution. If it is agreed that the change is warranted, the provider will be notified of the campuses decision and if needed, an amendment will be submitted to TEA for approval.

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Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from February 1, 2017-July 31, 2017. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Review the needs assessment and teachers/principal evaluation results in order to identify needed trainings.
2.	Identify individuals that will be placed in the Career Advancement Program.
3.	Meet with staff members to create a customized training plan.
4.	Research providers to provide the identified trainings needed and schedule.
5.	Follow-up with staff and trainers to verify if trainings of staff is progressing.
6.	Provide students access to research-based, developmentally appropriate curriculum.
7.	Hire two (2) Content Coordinators to align assessments and instruction with the campus's instructional framework.
8.	Prepare a PAC/Intervention Resource Room that will include desks, computers, PAC/Intervention Software, and books to be utilized to conduct 1-to-1 and small group targeted instruction to at-risk students.
9.	Increase the use of technology across all grade-levels.
10.	Ensure all students have access to curriculum and technology 24/7 by providing a 1:1 student to technology ratio.
11.	Utilize STEM-related, hands-on resources in order to encourage students' participation.
12.	Provide after-school tutorials, as well as, monthly Academic Academies that will target students' deficiencies.
13.	Contract a Math and a Reading Interventionists to provided teachers with targeted assistance.
14.	Meet with the Implementation Team to finalize and approve the Incentive and Career Advancement Programs.
15.	Conduct a meeting with staff members to provide them information regarding the two programs.
16.	Solicit volunteers for the Career Advancement Program and select the individuals that will serve as apprentices.
17.	Review student data to identify and implement an instructional program that is research-based, developmentally appropriate, vertically aligned, and promotes academic content across a range of development.
18.	Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.
19.	Put together an Evaluation Team that will consist of the DCIS, Interventionists, Principal, Data Coordinator, Counselor, and the External Evaluator.
20.	Conduct multiple classroom observations, as well as, goal setting, formative reviews, support, and end-of-year conferences.
21.	Implement a rigorous, transparent, and equitable evaluation systems that takes into account data on student growth as a significant factor and are designed and developed with teacher and principal involvement.
22.	Contract a PAC Coordinator who will be responsible for scheduling events designed to increase family and community involvement.
23.	Organize and host activities that will provide parents and community members added opportunities to support the students in their academics.
24.	Host Parent Sessions and Workshops that will increase parents' understandings of their child's academics, as well as, help them improve their opportunities.
25.	Solicit parents and community members to serve as part of the Implementation Team so that feedback can be solicited.
26.	Provide an array of incentives that are designed to improve students' behavior and academics.
27.	Implement an anti-bullying campaign.
28.	Create a college and career planning atmosphere.
29.	Arrange meetings with Counselor and students so that they can discuss issues and be provided with solutions.
30.	Provide students access to needed school supplies that parents may not have access to. This includes backpacks, Chromebooks, paper, writing supplies, and more.

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Statutory Requirement 4: Coordinated and Integrated Efforts. 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?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Although Bloomington ISD is small and rural, district and campus administrators, together with the school board members, will commit to ensuring the proposed program is coordinated with *similar or related efforts using existing resources* and facilities, along with other appropriate community, state, and federal resources.

<u>On-going, Existing Efforts that are Similar or Related to the Planned Project:</u> Bloomington ISD and Bloomington Junior High have consistently worked to address the existing issues that are prevalent in the campus and the community. Annual needs assessments conducted at the campus have revealed on-going issues that the district has attempted to address though initiatives that are proposed through the Campus Improvement Plans. Some strategies have already been initiated that are designed to help address these issues include the following:

- Improve the Quality of Instruction Based on Need (Goal #2) – The district previously hired two (2) Content Coordinator in 2014 and 2015 to mentor teachers and assist campuses in monitoring instructional design and delivery. These individuals also assist with data disaggregation and assessment.
- Increase the Use of Data (Goal #4) – Weekly department meetings are held to discuss student performance in association with the strategies being implemented in the classroom and to discuss effective alternatives.
- Improve the School Climate (Goal #7) – The Superintendent is trained in conflict resolution, as well as, peer mediation. Therefore, she is able to provide training to selected teachers and students, as well as, parents. However, her time is limited so the scale of her outreach is limited.
- Increase Parental Involvement (Goal #6) – The campus has developed an active Site-Based Decision Making (SBDM) Committee. All SBDM team representatives relay the information discussed at the meetings and bring back suggestions or recommendations from their respective teams. In addition, an Agenda Committee meets three days prior to the monthly scheduled SBDM meetings so that an agenda is placed in the designated area in front of the main office in case the teachers have input on the agenda items. Furthermore, suggestions are encouraged to be submitted in the SBDM Suggestion Box which is located in the front office.

<u>Coordination of Efforts to Maximize Effectiveness of Grant Funds:</u> As can be seen above, many of the initiatives that are currently being implemented at the campus will serve to enhance and maximize the effectiveness of grant funds. This is because these initiatives can also be aligned to the aforementioned goals of the program. Furthermore, although these initiatives are aligned to the goals of the program, the initiatives and services that are currently underway are vastly different from those that are being proposed through the program.

Additionally, the campus will provide existing program resources to support the proposed TTIPS Program with technology equipment, training materials, and software such as Study Island, Istation, and Accelerated Reader (Renaissance Learning). Moreover, the campus has obtained several research based instructional resources to be utilized in the classroom. Currently, the campus utilizes Fountas and Pinnell as a systematic approach to small group reading instruction which are providing successful outcomes.

In addition, teachers and staff will also be allowed to utilize existing school facilities, computers, TV/DVD's, projectors, and overhead materials as well as participate in staff trainings and meetings. In addition, the campus will utilize existing staff to provide support to the program.

The Chief Financial Officer will be utilized to manage grant expenditures; campus administrators will conduct assessments and evaluations; and Board members will be asked to keep stakeholders informed of the on-going progress or the program. These funds will not be used to divert or decrease existing services required by state law, State Board of Education, or by local policy.

The campus administrators feel confident that they have the capacity and commitment to provide adequate resources and related services to the campus staff to implement, fully and effectively, the required activities of the **Rural Transformation Model**. The campus has demonstrated a great need for the funds as well as a strong commitment from the school board, Superintendent, Campus Principal, Data Coordinator, Counselor, Educational Aides, Teachers, Site-Based Decision-Making (SBDM) Committee, Parents, and Community Members to ensure that the funds are used to provide adequate resources to enable the campus to raise substantially the achievement of their students. During the implementation phase, staff will continue to utilize the support of the school, principal, teachers, parents, and community to fully integrate the proposed project.

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Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING or TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 5 implementation, the principal's first year at the applicant organization must have begun at or during school year 2015-2016. The principal may not have been principal of the applicant organization prior to school year 2015-2016.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	Abbie Barnett
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	December 2014

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Statutory Requirement 6: Rural LEA Flexibility

Rural LEA applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the *option* to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	The element in the model selected for modification is: 1. Develop and increase teacher and school leader effectiveness: (F) Replace the principal who led the school prior to commencement of the transformation model.
Description of the modification:	The Bloomington Junior High campus has selected to have the current Principal, Mr. Abbie Barnett, continue to serve in his duties. Since the Principal was hired in December of 2014, he has been successful in implementing strategies that are designed to significantly increase competence and work experience of the teachers. As an example of this increased level of competence, according to the 2013-2014 TAPR Report, only 50% of the students passed the All Subject of the STAAR tests. The 2014-2015 TAPR Report indicates that 58% of the students passed. That is an increase of approximately 8% in just one year. It is anticipated the 2015-2016 TAPR results will also indicate an increase. Therefore, instead of terminating this individual, the Principal will be provided with added trainings and supports. Additionally, he will be monitored closely by the district administration to ensure that the campus continues to grow and the design of the program is implemented as proposed in the grant.
How intent of the original element remains/will be met:	In the event that the Principal fails in these duties and the campus does not meet the milestones or timelines that have been set forth in the program, the district may choose to remove him from his current position. It is the belief of the district that if he is provided with the resources that have been detailed in this grant application, then he will be able to help the campus continue to grow and exit "Focus" status.

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Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth
Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	The campus will utilize a rigorous, transparent, and equitable evaluation system in which student growth will account for significant part in determining if the teacher has developed significantly. The teachers' evaluation will consist of two facets, which will include: **Classroom Observations (Weight - 50%)** – The data source that will be utilized by the campus to assess 6th through 8th grade teachers and Principal performance during the classroom observations will be the Texas Teacher Evaluation & Support System (T-TESS) and Texas Principal Evaluation & Support System (T-PESS). These evaluation rubrics offer the optimal approach to teacher evaluation because each of the four observable domains focus jointly on the Teachers/Principal and the students. The four domains include: Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities. Observations will be conducted by the Superintendent, Assistant Superintendents, Principal, Data Coordinator, DCSI, and/or Interventionists on a quarterly basis. **Student Growth (Weight - 50%)** Various data sources will be utilized to assess students' growth during the evaluation of the teachers. Teachers that test in core area subjects will utilize students' STAAR results and progress measures. Returning teachers will utilize the previous year's percentage of students that met standard in their classroom as the baseline data. If at the end of the year, the percentage of students that met standard increases from the previous year, then they will be eligible to receive a stipend. Any teacher that has at least 95% of their students meet standard will automatically be eligible to receive the stipend. For any core area subject that is not assessed through STAAR testing, the teacher will utilize the campus's local assessment instruments to assess growth. This will include the use of BOY and EOY assessment scores, 6 week assessments and benchmarks. Teachers that do not teach a core area subject, are new hires, as well as, the Principal will be assessed based on the entire school's average growth in STAAR assessments compared to the previous school year.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	As can been seen in the information provided above, evaluation system design includes multiple observation-based assessments and on-going collections of professional practice. The campus will gather data from multiple sources throughout the 4-year grant period in order to determine if teachers and the Principal are positively impacting students' performance. Teacher walk-throughs and assessments will be conducted quarterly by the DCSI, Principal, Data Coordinator, and Interventionists on all teachers. A weekly 3-minute reflective observation will be conducted by the Principal on all teachers. In addition, teachers in each core areas will be selected to have a walk-through and assessment conducted by the External Evaluator. Data will be collected through these multiple sources throughout each school-year to track teachers' effectiveness, practices being implemented, and classroom management during the school-year and provide struggling teachers with additional professional development training, resources, and support.
Describe how the evaluation system was developed with teacher and principal involvement:	The district will utilize the Texas Educator Evaluation and Support System (includes the T-TESS and T-PESS systems) which is based on the newly updated Texas Standards. The fact that the evaluation system is designed to encourage feedback made it an ideal solution for the campus. The teachers specifically like that the evaluation system allows for on-going, supportive, and meaningful discussions regarding teaching and learning techniques. Feedback garnered from teachers and principal are in agreement that the evaluation rubric will serve to stimulate feedback that can be used to identify best practices that result in student growth. Additionally, staff met in order to discuss other methods that would be utilized to evaluate teachers, Data Coordinator, and the Principal. Teachers' input was solicited in order to ascertain that the collection of data would not interfere with classroom instruction. By utilizing online software that includes a student reporting system and generate reports, it was agreed that the teachers would not be required to sacrifice any classroom instructional time.

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Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	The campus has developed protocols for a rewards system that will be utilized to motivate, identify, recognize, and reward school leaders, teachers, and other staff who have increased student achievement in implementing the **Rural Transformation Model.** The following is a description of the proposed rewards that will be available for educators. An annual teacher stipend fund of $60,000 (year 1 will be pro-rated) will be allocated to reward teachers whose students meet or exceed state (STAAR) or local standards, demonstrate growth, exceed progress measure, reach Final Level 2, and/or reach Level 3 Advanced, as well as, meet Proficient on their T-TESS evaluation. If each of the 12 teachers meets all the criteria, then they will each receive $5,000. Any funds that are not distributed to a teacher because they have failed to meet the criteria will be equally distributed amongst the remaining eligible teachers. Additionally, the Principal will be eligible to receive a stipend utilizing the same aforementioned formula above. The Principal will be eligible to receive $7,000 annually. Unlike the teacher stipend fund, any funds not paid out to the Principal will not be redistributed but instead will be utilized to pay for other approved line item expenditures. This will include supplies, travel costs, etc.
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	The campus has placed protocols and interventions that will support teachers who are struggling to improve in their professional practices. This includes a comprehensive support system consisting of Teacher Mentors, Content Coordinators, Interventionists, targeted professional development trainings, and more. On-going monitoring of each core area teacher conducted by multiple district, campus, and contracted staff will help ensure that struggling teachers are identified early and provided with additional interventions to address any area of need. Specific protocols/intervention to support teachers who are struggling will include: 1.) Collaborating with mentor teachers on instructional design and delivery; 2.) Team teaching with the mentor teacher(s); 3.) Conducting classroom observations; 4.) Identifying professional development needed to address areas of weakness; 5.) Meeting with Principal/Content Coordinators and utilizing data to inform instruction and discussion; and 6) Specifying embedded professional development and PLC's.
Describe the criteria established for educator removal:	The following criteria was established for the removal of an educator that: 1.) Does not demonstrate growth; 2.) Cannot meet state or local standards; 3.) Does not utilize curriculum framework with fidelity and integrity; 4.) Does not complete requirements of intervention plan; 5.) Does not analyze data available in DMAC system; 6.) and/or fails to meet Proficient on their T-TESS evaluation after being provided with additional support. First, campus will ensure that the evaluation systems utilized to assess all teachers were of high quality and implemented with fidelity. The assigned Teacher Mentors, Interventionists, Principal, and DCSI will meet to discuss any teacher who has failed to improve after being provided with ample and targeted intervention strategies. If no added solutions can be devised, this individual will be recommended for dismissal. A complete report will be included with the recommendation that will include: evaluation results, a list of strategies implemented, list of trainings provided, and students' performance results. Based on this information, the principal will meet with the Human Resources Department and review what steps will be followed to remove the teacher from employment.

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Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform Model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner that will be in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	**N/A**
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	

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Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2017-2018 school year to sixty (60) by the start of 2018-2019 school year:	N/A

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Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2017, to support student success in college-level coursework and continued post-secondary education pursuits:	N/A

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Statutory Requirement 13: High-quality preschool programming
Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.	**N/A**
Indicate if the campus will partner with community-based provider or off-site campus to deliver key components of the model; such as staffing or facilities needed to deliver a grade-level or other educational program. If such a partnership will exist, describe how the campus and LEA will ensure all students benefitting from the grant are enrolled at the eligible grantee campus.	

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Statutory Requirement 14: High-quality preschool programming (continued)
Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	**N/A**
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 235-901	Amendment # (for amendments only):

Statutory Requirement 15: Screening and Selecting Staff
Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	
Indicate the number of existing staff rehired for work in the turnaround model implementation:	**N/A**
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	
Indicate the number of new staff hired for work in the turnaround model implementation:	
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 16: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 17: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	**N/A**
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications.	

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 235-901	Amendment # (for amendments only):

Statutory Requirement 18: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 19: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school in a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to a higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 235-901	Amendment # (for amendments only):

TEA Program Requirement 1: Interventions and Resources to meet Model Requirements.- IMPROVE THE INSTRUCTIONAL PROGRAM

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *improve the instructional program* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *improve the instructional program.*

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Improve the Instructional Program*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	Goal #2D: Sufficient Chromebooks will be purchased to be assigned and utilized by each student. This will allow students to have access to curriculum software and conduct research 24:7.	Schedule #9: Supplies and Material Costs (6300) - Chromebooks: 188 students x $500 = $94,000. These items will be purchased during the first year of the program in order to ensure students can benefit from these resources throughout the program.
2.	Goal #2A & F: A STEM Lab will be set-up at the campus for the use of students. The STEM lab will include workstations, computers, and equipment that will be utilized to complete age appropriate missions.	Schedule #8: Professional and Contracted Service Costs (6200) - Cost for the STEM lab to include set-up, equipment, workstations, trainings, curriculum and manipulatives will be $60,000. This will be paid for during the first year of the program. Each subsequent year will only require $20,000 per year for the replacement of any consumables.
3.	Goal #2C: Desktop computers, interactive flat panel, and curriculum software will be purchased for use in the PAC Resource Rooms to provide students access to online curriculum and other resources.	Schedule #9: Supplies and Material Costs (6300) and Schedule #11—Capital Outlay (6600) - 20 desktop computers for a total cost of $21,000 an interactive flat panel at a cost of $7,500, and curriculum software. The software will cost the campus $142,500; however, approximately $5,500 will be for the PAC Room. Only the software will have an annual cost of $5,500.
4.	Goal #2B: The campus will hire two Content Coordinators to align assessments and instruction with the campus's instructional framework.	Schedule #7: Payroll Costs (6100) - A total of $575,750 has been budgeted to hire the Content Coordinators during the 4-year period.
5.	Goal #2G: Extra-Duty pay will be provided to teachers so that after-school tutorials and Weekend Academies can be provided to students to help address academic deficiencies.	Schedule #7: Payroll Costs (6100) - A total of $325,080 has been budgeted for extra-duty pay for the 4-year period.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 235-901 | Amendment # (for amendments only):

TEA Program Requirement 2: Interventions and Resources to meet Model Requirements- INCREASE TEACHER QUALITY

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *Increase teacher quality* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase teacher quality*.

Use Arial font, no smaller than 10 point.

	Critical Success Factor:	*Increase Teacher Quality*	
		Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.		Goal #2: Funds have been budgeted to provide common planning time for teachers to help ensure vertical alignment across all grade-levels.	Schedule #7: Payroll Costs (6100) - A total of $60,480 has been budgeted for extra-duty pay for the 4-year period.
2.		Goal #3C: Two (2) teachers will be promoted to Teacher Mentors. These individuals will be provided with trainings and with an added pay increase. By training staff to serve as Mentors, the campus will be able to sustain many of the elements of the program beyond grant funding.	Schedule #7: Payroll Costs (6100) - A total of $35,000 has been budgeted for the 4-year program to cover the increase in pay for an existing regular teacher.
3.		Goal #2H: A Reading and Math Interventionists will be contracted to work directly with teachers to provide new instructional methodologies and best practices. The Interventionists will be required to participate in surveys designed to gauge teacher participation, level of involvement, and the quality of the external consultant trainings that were provided.	Schedule #8: Professional and Contracted Service Costs (6200) - A total of $490,000 has been budgeted to contract two Interventionists for the 4 years of the program. The amount budgeted for each coach is $70,000 with year 1 being prorated.
4.		Goal #1C, D, and E: Provide on-going, high-quality, job-embedded professional development training to teachers. Trainings will include: classroom management, leadership skills, data-disaggregation, teaching strategies, curriculum implementation, use of technology, strengthening organizational skills, and more.	Schedule #8: Professional and Contracted Service Costs (6200) - A total of $254,109 has been budgeted for various trainings for the 4 years of the program.
5.		Goal #7: Provide students access to needed school supplies that parents lack the ability to provide for them for their daily lessons. This leads to added issue for teachers since this causes a disruption in class instruction.	Schedule #9: Supplies and Material Costs (6300) and Schedule #11—Capital Outlay (6600)- Chromebooks: 188 students x $500 = $94,000. These items will be purchased during the first year of the program in order to ensure students can benefit from these resources throughout the program. Additionally, $35,000 has been budgeted that can be utilized towards the purchase of student supplies.

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Schedule #17 — Responses to TEA Program Requirements

County-district number or vendor ID: 235-901 | Amendment # (for amendments only):

TEA Program Requirement 3: Interventions and Resources to meet Model Requirements-- INCREASE LEADERSHIP EFFECTIVENESS

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase leadership effectiveness* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase leadership effectiveness*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Leadership Effectiveness*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	**Goal #2:** Funds have been budgeted to provide common planning time for teachers to help ensure vertical alignment across all grade-levels.	**Schedule #7: Payroll Costs (6100)** - A total of $60,480 has been budgeted for extra-duty pay for the 4-year period.
2.	**Goal #3C:** Two (2) teachers will be promoted to Teacher Mentors. These individuals will be provided with trainings and with an added pay increase. By training staff to serve as Mentors, the campus will be able to sustain many of the elements of the program beyond grant funding.	**Schedule #7: Payroll Costs (6100)** - A total of $35,000 has been budgeted for the 4-year program to cover the increase in pay for existing regular teachers.
3.	**Goal #2H:** Reading and Math Interventionists will be contracted to work directly with teachers to provide new instructional methodologies and best practices. The Interventionists will be required to participate in surveys designed to gauge teacher participation, level of involvement, and the quality of the external consultant trainings that were provided.	**Schedule #8: Professional and Contracted Service Costs (6200)** - A total of $490,000 has been budgeted to contract two interventionists for the 4 years of the program.
4.	**Goal #1C, D, and E:** Provide on-going, high-quality, job-embedded professional development training to teachers. Trainings will include: classroom management, leadership skills, data-disaggregation, teaching strategies, curriculum implementation, use of technology, strengthening organizational skills, and more.	**Schedule #8: Professional and Contracted Service Costs (6200)** - A total of $254,109 at an average cost of $4,537 per teacher, per year, has been budgeted for various trainings for the 4 years of the program.
5.	Funds have been budgeted for a stipend to be provided to the Principal with annual stipends. These stipends will help to promote continuous growth and improvements.	**Schedule #7: Payroll Costs (6100)** - A total of $24,500 has been budgeted in stipends for the 4-year period.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 235-901 | Amendment # (for amendments only):

TEA Program Requirement 4: Interventions and Resources to meet Model Requirements- INCREASE USE of QUALITY DATA TO INFORM INSTRUCTION
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the *key interventions* the campus will implement to *increase use of quality data* in order to achieve increased academic performance.
- Provide a *description of grant costs* named in the Budget Schedules, indicating how costs will support the intervention to *increase use of quality data.*

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Use of Quality Data to Inform Instruction*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	A District Coordinator of School Improvement (DCSI) and Data Coordinator will be hired that will ensure that data is being reviewed and utilized to make informed decisions regarding instruction.	**Schedule #7: Payroll Costs (6100)** – A total of $210,000 has been budgeted to for the four-year program in order to cover the cost for hiring the DCSI and an additional $134,750 for the Data Coordinator.
2.	**Goal #4A:** Bloomington Junior High will utilize student data to identify and implement an instructional program that is research-based, developmentally appropriate, vertically aligned, and promotes academic content across a range of development.	Various funds throughout the budget will contribute to this initiative. This will include extra-duty pay for planning time, software that includes assessments, and more.
3.	**Goal #4B:** The campus will promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.	Various funds throughout the budget will contribute to this initiative. This will include extra-duty pay for planning time, software that includes assessments, and more.
4.	**Goal #5A:** The campus will put together an Evaluation Team that will meet regularly in order to review data and determine if changes to the proposed program are needed. This includes purchasing added resources, providing added trainings, and more.	Various funds throughout the budget will contribute to this initiative. This will include extra-duty pay for planning time, software that includes assessments, and more.
5.	**Goal #1A:** Review data in order to identify trainings needed by teachers so that a customized training plan can be created for each teacher.	Various funds throughout the budget will contribute to this initiative. This will include extra-duty pay for planning time, software that includes assessments, and more.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 235-901	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions and Resources to meet Model Requirements- INCREASE LEARNING TIME

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *Increase learning time* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase learning time*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Learning Time*

	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	**Goal #2D**: Sufficient Chromebooks will be purchased to be assigned and utilized by each student. This will allow students to have access to curriculum software and conduct research after-school hours.	**Schedule #9: Supplies and Material Costs (6300)** - Chromebooks: 188 students x $500 = $94,000. These items will be purchased during the first year of the program in order to ensure students can benefit from these resources throughout the program.
2.	**Goal #2G**: Extra-Duty pay will be provided to teachers so that after-school tutorials can be provided to students to help address academic deficiencies.	**Schedule #7: Payroll Costs (6100)** - A total of $211,680 has been budgeted for extra-duty pay for the 4-year period.
3.	**Goal #2G**: Extra-Duty pay will be provided to teachers that provide struggling students instruction during the Weekend Academies.	**Schedule #7: Payroll Costs (6100)** - A total of $113,400 has been budgeted for extra-duty pay for the 4-year period.
4.	Teachers will add 30 minutes of ELA, Math, Science, Social Studies, and Writing for one day apiece. As part of the teachers' new contracts, their added salaries will with their new schedule.	This strategy will be implemented during year 2 of the grant and will be part of the teachers' contract. Therefore, no funds were needed to be budgeted.
5.	**Goal #2**: Intranet services will be contracted through a reputable provider. This will assist the campus in increasing students' instruction by providing students access to school and district resources beyond school hours. This will be accomplished by installing data link devices throughout the community. The data link devices will connect students' device with access to the district's information over a private wireless network, separate from the public Internet.	**Schedule #9: Supplies and Material Costs (6300)** - 10 devices will be purchased that will be placed throughout the community. The total cost will be $52,500 for the four-year program.

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Texas Education Agency

Standard Application System (SAS)

Schedule #17—Responses to TEA Program Requirements

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TEA Program Requirement 6: Interventions and Resources to meet Model Requirements- INCREASE PARENT/COMMUNITY ENGAGEMENT

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase parent/community engagement* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention for *parent/community engagement.*

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Parent/Community Engagement*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	Goal #6A: A PAC Coordinator will be contracted to increase the parental and community involvement in school related functions and student academics. This individual will be responsible for setting-up workshops and trainings, as well as, working with parents to help increase their English proficiency through the use of the new PAC Resource Room.	Schedule #8: Professional and Contracted Service Costs (6200) - A total of $84,000 has been budgeted to contract this individual.
2.	Goal #2C: Desktop computers, interactive flat panel, printer, GED prep-books and curriculum software will be purchased for use in the PAC Resource Room to provide parents and community members the opportunity to increase their English proficiency or receive their diploma. This will enable the parents to assist their child at home with homework and provide them added support.	Schedule #9: Supplies and Material Costs (6300) and Schedule #11—Capital Outlay (6600)- 20 desktop computers for a total cost of $21,000 an interactive flat panel at a cost of $7,500, and Reading curriculum software. The software will cost the campus $142,500; however, approximately $5,500 will be for the PAC Room. Only the software will have an annual cost of $5,500.
3.	Goal #6B: Added opportunities will be provided to increase parental and community involvement. This is especially important since the students that attend Bloomington Junior High consisting of a very impoverished, Hispanic population. Strategies will include creating a Creating a School-Based Decision-Making Committee, having parents and community members serve on the Implementation Team, and more.	Schedule #10: Other Operating Costs (6400) - A total of $26,000 has been budgeted for the 4 years of the program to allow for funds to be utilized to purchase snacks and drinks to be provided during meetings and events. This will help to increase parental involvement and attendance. In addition, $23,000 has been budget to be utilized by the Parent and Community (PAC) Coordinator to print information had host functions.
4.	Goal #6C: Parent and Community Workshops will be provided that will explain the important role they play in the students' academic, social, and emotional development. Strategies will be offered on how they can take a more active role.	Schedule #8: Professional and Contracted Service Costs (6200) - A total of $254,109 has been budgeted for various trainings for the 4 years of the program.
5.	Goal #6D: Parents and Community Members will be encouraged to be a part of the Implementation Team so that feedback can be solicited.	Schedule #10: Other Operating Costs (6400) - A total of $26,000 has been budgeted for the 4 years of the program to allow for funds to be utilized to purchase snacks and drinks to be provided during meetings and events. This will help to increase parental involvement and attendance.

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TEA Program Requirement 7: Interventions and Resources to meet Model Requirements- IMPROVE SCHOOL CLIMATE

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *improve school climate* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *improve school climate*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	Improve School Climate	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	**Goal #7A:** An array of incentives that are designed to improve students' behavior and academics will be provided. This will include pens, pencils, pins, flash drives, anti-bullying, drug prevention, and other motivational items.	**Schedule #9: Supplies and Material Costs (6300)** - A total of $17,500 has been budgeted for the 4 years of the program.
2.	**Goal #7A:** Bloomington Junior High will contract with the National School Climate Center (NSCC) to conduct a Comprehensive School Climate Inventory (CSCI) on the campus in order to receive immediate feedback on how students, parents, and school personnel perceive the school's climate for learning.	**Schedule #8: Professional and Contracted Service Costs (6200)** - A total of $35,000 has been budgeted for the 4 years of the program.
3.	**Goal #7B:** Will implement an anti-bullying campaign that will help improve the school climate and provides students with an added feeling of security.	**Schedule #9: Supplies and Material Costs (6300)** - A total of $17,500 has been budgeted for the 4 years of the program.
4.	**Goal #7C:** The campus will create a positive, nourishing, and supportive atmosphere that will motivate students and parents to take a more active role in their school. Together, the campus staff will help students and their families understand the importance of focusing on their academics and provide them a vision for the future.	**Schedule #10: Other Operating Cost Costs (6400)** - A total of $84,000 has been budgeted for a PAC Coordinator for the 4 years that will develop a PAC Center which will be available to parents and community members to utilize. This added resource, as well as, the supplies and technology that will be available for use by the students, as well as, the increased intranet connectivity that students will have will improve the students and their family's engagement in their academics.
5.	**Goal #7:** Provide students access to needed school supplies that parents lack the ability to provide for them for their daily lessons. This leads to added issue for teachers since this causes a disruption in class instruction.	**Schedule #9: Supplies and Material Costs (6300)** and **Schedule #11—Capital Outlay (6600)**- Chromebooks: 188 students x $500 = $94,000. These items will be purchased during the first year of the program in order to ensure students can benefit from these resources throughout the program. Additionally, $35,000 has been budgeted that can be utilized towards the purchase of student supplies.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 235-901		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		☐	☐	☐

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		☐	☐	☐

Barrier: Gang-Related Activities

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

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Barrier: Gang-Related Activities (cont.)

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

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		☐	☐	☐

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		☐	☐	☐

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		☐	☐	☐

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		☐	☐	☐

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		☐	☐	☐

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Barrier: Inaccessible Physical Structures

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

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		☐	☐	☐

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		☐	☐	☐

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		☐	☐	☐

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		☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

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

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		☐	☐	☐

Barrier: Other Barriers

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

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