

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS**  
**UNDER THE**

**Office of Innovation and Improvement: Magnet Schools Assistance Program CFDA 84.165A**

**CFDA # 84.165A**

**PR/Award # U165A130047**

**Grants.gov Tracking#: GRANT11339116**

OMB No. , Expiration Date:

Closing Date: Mar 01, 2013

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="02/28/2013"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Galveston ISD"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="174600092"/>	* c. Organizational DUNS: <input type="text" value="0793972040000"/>

**d. Address:**

* Street1: <input type="text" value="3904 Ave T"/>
Street2: <input type="text"/>
* City: <input type="text" value="Galveston"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="TX: Texas"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="77550-0000"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Curriculum and Instruction"/>	Division Name: <input type="text" value="Curriculum and Instruction"/>
--	--

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text" value="Dr ."/>	* First Name: <input type="text" value="Annette"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Scott"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Assistant Superintendent C&amp;I"/>
--

Organizational Affiliation: <input type="text"/>
---

* Telephone Number: <input type="text" value="409-766-5123"/>	Fax Number: <input type="text" value="409-762-8391"/>
---	---

* Email: <input type="text" value="annette_scott@gisd.org"/>
--

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.165

CFDA Title:

Magnet Schools Assistance

**\* 12. Funding Opportunity Number:**

ED-GRANTS-123112-001

\* Title:

Office of Innovation and Improvement (OII): Magnet Schools Assistance Program CFDA-84.165A

**13. Competition Identification Number:**

84-165A2013-1

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Galveston APEX - Academic Programs for Excellence and Equity

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="12,000,000.00"/>
* b. Applicant	<input type="text" value="66,159,378.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="1,500,000.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="79,659,378.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:

Fax Number:

\* Email:

\* Signature of Authorized Representative:

\* Date Signed:

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="12,000,000.00"/>
* b. Applicant	<input type="text" value="66,159,378.00"/>
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* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="1,500,000.00"/>
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**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

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**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

**Magnet Schools Assistance Program Assurances**

In accordance with section 5305(b)(2) of the ESEA, the applicant hereby assures and certifies that it will—

- (A) use grant funds under this part for the purposes specified in section 5301(b);
- (B) employ highly qualified teachers in the courses of instruction assisted under this part;
- (C) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;
- (D) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the assignment of students to schools, or to courses of instruction within the schools, of such applicant, except to carry out the approved plan;
- (E) not engage in discrimination based on race, religion, color, national origin, sex, or disability in designing or operating extracurricular activities for students;
- (F) carry out a high-quality education program that will encourage greater parental decision-making and involvement; and
- (G) give students residing in the local attendance area of the proposed magnet school program equitable consideration for placement in the program, consistent with desegregation guidelines and the capacity of the applicant to accommodate the students.

\* \* \* \* \*

If the applicant has an approved desegregation plan, the applicant hereby assures and certifies that it is implementing that desegregation plan as approved.

*Larry W. Nichol*  
Signature of Authorized  
Representative

2/28/13  
Date

## Assurances – Non-Construction Programs

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**Note:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. ' ' 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title LX of the Education Amendments of 1972, as amended (20 U.S.C. ' ' 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. ' 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. ' ' 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) ' ' 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. ' ' 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. ' ' 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. ' '276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. ' '874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. ' '327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. ' '1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. ' '7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. ' '1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. ' '469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. ' '2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. ' '4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE <i>Larry W. Nichols</i> Superintendent
APPLICANT ORGANIZATION  Galveston ISD	DATE SUBMITTED  02/28/2013

Standard Form 424B (Rev. 7-97) Back

## Certification Regarding Lobbying

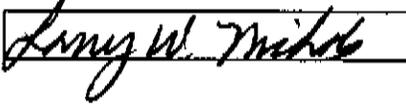
### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Galveston Independent School District	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr.	First Name: Larry
	Middle Name:
* Last Name: Nichols	Suffix:
* Title: Superintendent	
* SIGNATURE: 	* DATE: 02/28/2013

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

## I. DESEGREGATION PLAN INFORMATION FORMS

<b>Type of Desegregation Plan</b> <i>(Check One &amp; Attach the Appropriate Documents)</i>	
<p><input type="checkbox"/> <b>A Required Plan:</b> A plan that is (1) implemented pursuant to a final order of a court of the United States, or a court of any State, or any other state agency or official of competent jurisdiction and (2) the order requires the desegregation of minority group segregated children or faculty in the elementary and secondary schools of that agency or those agencies.</p> <p><u>Attach the Following Documents</u></p> <ul style="list-style-type: none"> <li>• A copy of the court or agency order that demonstrated that the magnet school(s) for which assistance is sought under the grant are a part of the approved plan.</li> <li>• <u>Note:</u> If the applicant is implementing a previously approved plan that does not include the magnet school(s) for which assistance is requested, the plan must be modified to include the new magnet school(s). The applicant must obtain approval of the new magnet schools, or any other modification to its desegregation plan, from the court, agency or official that originally approved the plan. The date by which proof of approval of any desegregation plan modification must be submitted to the US Department of Education is identified in the closing date notice.</li> </ul> <p>Any desegregation plan modification should be mailed by June 1, 2013 to:</p> <p>Anna Hinton            US Department of Education            Office of Innovation &amp; Improvement            400 Maryland Avenue SW, Rm. 4W229            Washington, DC 20202-5970</p>	<p><input checked="" type="checkbox"/> <b>Voluntary Plan:</b> A plan to reduce, eliminate or prevent minority group isolation that is being implemented (or would be implemented if assistance under the Magnet Schools Assistance Program is made available) on either a voluntary basis or as required under Title VI of the Civil Rights Act of 1964.</p> <p><u>Attach the Following Documents</u></p> <ul style="list-style-type: none"> <li>• A copy of the plan</li> <li>• A copy of the school board resolution adopting and implementing the plan, or agreeing to adopt and implement the plan upon the award of assistance.</li> </ul>



## Galveston Independent School District Voluntary Desegregation Plan

### OVERVIEW

Due to a declining enrollment, the impact of Hurricane IKE, budgetary constraints and damaged school buildings, the Galveston Independent School District Trustees began seeking innovative ways to attract students to the district's schools to combat the declining enrollment. School choice options for families in Galveston Public Schools generated community interest. In their commitment to remove all barriers to an excellent and equitable education, Galveston ISD Board of Trustees eliminated neighborhood-zoned schools and implemented open-enrollment theme-based schools to attract students within the district as well as students from the community's private and charter schools. Parents may complete a district application ranking their school preferences. In making its decision about student placement the Board is committed to four guiding principles:

- Equity of educational opportunities
- Student diversity
- Instructional improvement
- Optimal use of facilities

The Galveston ISD Administration has created four theme based open-enrollment high school programs and two theme-based open enrollment middle schools. The Board will ensure equal access and fair outcomes for all students regardless of gender, religion, race, national origin, linguistic abilities, disability, age, and sexual orientation. Each of the schools provides Galveston ISD the opportunity to design, develop and implement innovative educational practices that promote diversity and choice for families.

The schools which are part of the plan include the transformation of the high school into four smaller learning communities (SLCs) and the addition of two middle school magnets. As part of the transformation of the high school, *every student will graduate with a high school diploma and a minimum of 12 college hours or a career certification.*

#### **Ball High School Proposed Magnets**

**Ball Preparatory Academy for Biomedical Science and Medical Professions** will be a new magnet grades 9 through 12 for the district. The school will be located at Ball High School. Beginning the Fall of 2013, the district hopes to attract 125 students to the program. The new magnet will focus on biomedical sciences and medical professions.

**Ball Science, Technology, Engineering and Mathematics Academy**, will be designed to focus on STEM content and STEM professions. Students will have the opportunity to participate in

Voluntary Desegregation Plan approved by GISD Board of Trustees on February 20, 2013

Robotics lessons and Grand Challenge for Engineering. Ball STEM Academy will be one of four smaller learning communities at Ball High School. The new program will enroll 125 students.

<b>Galveston Independent School District Enrollment Demographics (10.1.12)</b>				
	African American	Hispanic	White	MGI Reduction Effort
District	23.7%	44.4%	27.0%	
Ball Biomedical	0	0	0	New magnet Prevent MGI
Ball STEM	11.0%	36.0%	48.0%	Expanded Reduce MGI
Ball Innovation	0	0	0	New magnet Prevent MGI
Ball Media	0	0	0	New magnet Prevent MGI
Scott Collegiate	15.4%	57.3%	22.5%	New Magnet Reduce MGI
Weis Media	46.6%	35.6%	15.9%	New magnet Reduce MGI

**Ball Center for Media Arts and Digital Technology** The students will benefit from an interdisciplinary curriculum focused on Video, Audio, TV Broadcast, Web Technologies, Animation and Game Design. Classroom learning is enhanced with hands-on activities, student-guided enrichment projects, and study trips to explore resources such as beaches, coastal wetlands, and historical markers. Approximately 450 - 500 students will participate in the program.

Voluntary Desegregation Plan approved by GISD Board of Trustees on February 20, 2013

**Ball Center for Innovation and Entrepreneurship** will implement a smaller learning community focused on business creation. Approximately 400- 500 students will participate in the program.

### **Proposed Middle School Magnets**

**Scott Collegiate Academy** will focus on college readiness. The vision for this magnet is to have eighth grade students transition to Ball High School with enough credits to be classified as sophomores so that they can accelerate their college preparation and accrue 12 college hours or career certification sooner. The campus will open as a new school serving approximately 450 students.

Weis Media and Technology Preparatory Academy will expose the students to real life experiences, applicability of core subject concepts in Media and Technology. Weis students should they choose will be prepared for more advanced courses at Central Media Arts Academy. Two hundred fifty -300 students will participate in this magnet.

## **Galveston ISD Voluntary Integration Plan**

### **Equity of Educational Opportunities –Student Assignment for Elementary Schools**

Galveston Independent School District will provide a 30 day choice period in which parents can choose the school where they would like their child to attend. There are no attendance zones for any school in the district. Parents are given the opportunity to make a 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> school choice which the district makes every effort to honor. Denial of school choice occurs when there is overcrowding in the selected school.

Every effort will be made to attract students within our city who may have chosen schools outside of the district. One of the community's major employers is the University of Texas Medical Branch. Many of the employees live off the Island and their children attend schools off the Island. The district will recruit heavily from this population to attract students to our magnet programs, thereby, making our schools more diverse.

For the 2010-2011 school year, students who wanted to remain at their current campus were grandfathered. In subsequent years, for each grade level where the number of School Choice Applications received during the first consideration period exceeds the number of spaces available, determination of space availability shall be made based on the following order of priority:

- a. Siblings of students currently enrolled will be given priority
- b. Those new applicants who are siblings of a student currently enrolled in a GISD school who also live at the same residence
- c. Children of school employees who reside within the district
- d. Children of school employees who reside outside of the district
- e. New student applicants who reside within the community and are not siblings of a currently enrolled student or the child of a school employee
- f. New student applicants who reside outside of the district

If the number of choice/open enrollment applicants exceeds the number of spaces available, the space availability determination shall be by lottery.

Applicants not assigned to a requested choice school will keep their current assignment and be placed on an ordered waiting list. Once admitted to any school through school choice, the Voluntary Desegregation Plan approved by GISD Board of Trustees on February 20, 2013

student may remain at that school through the highest grade at the school, as long as the services the student needs are available at that the school.

Students will not lose their current seat assignment when seeking a different school **during the open enrollment period**. However, if a parent accepts the new seat assignment, the previous assignment is surrendered and may not be requested again unless there is still an available seat at the school.

### **Kindergarten and Students New to the District**

All incoming kindergarten and all students new to the district must apply for a choice school. In the event, the choice options are filled, the students will be assigned to a school with available space and may have the opportunity to re-apply during the next year's enrollment period.

Assignments will be made based upon the availability of seats at the school and available school choices at the time of the request.

### **Assignment Process after the Application Period**

- A separate assignment process will be used for students who:
  - Enter the district during the school year
  - Have been dismissed from a campus or program
  - Were assigned to a school using false information
  - Are assigned to a different school by the Superintendent, or designee pursuant to Board policy

### **Equity of Educational Opportunities –Student Assignment for Middle Schools**

#### **Parents will apply on behalf of their student to the middle school.**

For the 2010-2011 school year, students had the option of remaining at their current campus. In subsequent years, for each grade level where the number of School Choice Applications received during the first consideration period exceeds the number of spaces available, determination of space availability shall be made based on the following order of priority:

- a. Siblings of students currently enrolled will be given priority.
- b. Those new applicants who are siblings of a student currently enrolled in a GISD school who also live at the same residence
- c. Children of school employees who reside within the district.
- d. Children of school employees who reside outside of the district
- e. New student applicants who reside within the community and are not siblings of a currently enrolled student or the child of a school employee
- f. New student applicants who reside outside of the district

Voluntary Desegregation Plan approved by GISD Board of Trustees on February 20, 2013

If the number of magnet applicants exceeds the number of spaces available, the space availability determination shall be by lottery.

## **Equity of Educational Opportunities –Student Assignment for High School**

### **High School**

Incoming freshmen and sophomore students at the high school for 2013-2014 will rank order their choices 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> among four theme based programs. Of the incoming students, 125 – 135 freshmen will be selected to participate in a program of their choosing. The same process will occur for students entering their sophomore year for 2013-2014. Should more students express and interest than available seats, students will be selected through the lottery process.

### **Diversity and Educational Quality**

1. The school district shall maintain educational and financial equity among all schools in the district by providing substantially uniform educational resources to all schools in the district regardless of the location of the school, the demographic composition of the school, or the type of education program provided. The school district shall actively seek and obtain all types of additional intervention and compensatory resources for all eligible students and schools.
2. The school district shall (a) make provisions for staff development, which prepares all staff to work successfully with all students regardless of racial, ethnic, socio-economic, parental education, and cultural backgrounds; (b) promote and encourage the use of effective and innovative instructional strategies in classrooms throughout the district; and (c) actively continue to seek more teachers, counselors, and administrators from diverse backgrounds, including members of racial and ethnic minority groups.
3. Schools shall work cooperatively with each other and with central office to ensure that the enrollment of each school is or that schools are making satisfactory progress toward achieving diversity.
4. Program capacity shall continue to be established for each school based on factors such as: size of facility, size of student population, program placement, class-size guidelines, workstations, and facility utilization.
5. The school district shall continue to implement a funding formula through which schools shall receive per-pupil funding for enrollment that is within the agreed-upon designated program capacity formula.

Voluntary Desegregation Plan approved by GISD Board of Trustees on February 20, 2013

## **Accountability and Monitoring**

1. The superintendent or designee shall monitor implementation of the Student Assignment Plan and shall make periodic reports to the board regarding implementation of the Plan.
2. The school district shall continue to use the centralized application process for students who are interested in magnet schools, magnet programs, or optional programs. The school district shall monitor and provide final approval for assignment of students to magnet schools, magnet programs, optional programs. Magnet schools, magnet programs, and optional programs shall be monitored for quality and recruitment strategies that facilitate the provisions of the Student Assignment Plan.
3. The school district shall implement a consistent process for informing parents about the Student Assignment Plan and available choices. Schools shall have the major responsibility for providing information to parents and the Support Center shall provide support to parents in the selection/assignment process.
4. Any school that does not make satisfactory progress toward achieving diversity shall develop a plan and process, with district support, to work toward compliance in a timely manner.
5. The superintendent shall be authorized to take all actions necessary to implement these recommendations

**Table 1: Enrollment Data-LEA Level OMB-1855-0011 Expires 06/30/2013**

Check this box if all of the magnet schools included in the program are implementing a magnet program for the first time.

Actual Enrollment (Current School Year - October 1, 2012)													Projected Enrollment (Year 1 of Project - October 1, 2013)																		
Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
																K	4	0.6%	20	3.0%	180	27.0%	335	50.3%	1	0.2%	123	18.5%	3	0.5%	666
																1	5	1.0%	18	3.5%	133	26.0%	213	41.7%	1	0.2%	136	26.6%	5	1.0%	511
																2	6	1.2%	13	2.6%	123	24.8%	205	41.3%	1	0.2%	130	26.2%	18	3.6%	496
																3	7	1.4%	7	1.4%	104	21.5%	234	48.3%	1	0.2%	122	25.2%	9	1.9%	484
																4	1	0.2%	10	2.2%	130	28.4%	203	44.4%	1	0.2%	102	22.3%	10	2.2%	457
																5	4	0.9%	9	2.0%	104	22.9%	203	44.7%	1	0.2%	128	28.2%	5	1.1%	454
																6	7	1.6%	8	1.8%	106	23.8%	205	46.0%	1	0.2%	115	25.8%	4	0.9%	446
																7	2	0.4%	10	2.2%	104	23.1%	221	49.1%	1	0.2%	106	23.6%	6	1.3%	450
																8	5	1.1%	5	1.1%	107	24.3%	187	42.5%	1	0.2%	127	28.9%	8	1.8%	440
																9	3	0.7%	10	2.3%	98	22.6%	188	43.4%	1	0.2%	129	29.8%	4	0.9%	433
																10	1	0.2%	6	1.1%	123	23.4%	246	46.9%	2	0.4%	134	25.5%	13	2.5%	525
																11	1	0.2%	4	0.9%	101	22.1%	203	44.4%	1	0.2%	142	31.1%	5	1.1%	457
																12	7	1.8%	7	1.8%	86	21.5%	183	45.8%	1	0.3%	112	28.0%	4	1.0%	400
																<b>Total</b>	53	0.9%	127	2.0%	1499	24.1%	2826	45.4%	14	0.2%	1606	25.8%	94	1.5	6219

**Table 1 (continued): Enrollment Data-LEA Level OMB-1855-0011**

Check this box if all of the magnet schools included in the program are implementing a magnet program for the first time.

Projected Enrollment (Year 2 of Project- October 1, 2014)															Projected Enrollment (Year 3 of Project - October 1, 2015)																
Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
<b>K</b>	4	0.6%	21	3.1%	180	26.4%	340	49.9%	1	0.1%	130	19.1%	5	0.7%	681	<b>K</b>	4	0.6%	22	3.2%	182	26.4%	342	49.6%	1	0.1%	133	19.3%	6	0.9%	690
<b>1</b>	4	0.6%	20	3.0%	180	27.0%	335	50.3%	1	0.2%	123	18.5%	3	0.5%	666	<b>1</b>	4	0.6%	21	3.1%	180	26.4%	340	49.9%	1	0.1%	130	19.1%	5	0.7%	681
<b>2</b>	5	1.0%	18	3.5%	133	26.0%	213	41.7%	1	0.2%	136	26.6%	5	1.0%	511	<b>2</b>	4	0.6%	20	3.0%	180	27.0%	335	50.3%	1	0.2%	123	18.5%	3	0.5%	666
<b>3</b>	6	1.2%	13	2.6%	123	24.8%	205	41.3%	1	0.2%	130	26.2%	18	3.6%	496	<b>3</b>	5	1.0%	18	3.5%	133	26.0%	213	41.7%	1	0.2%	136	26.6%	5	1.0%	511
<b>4</b>	7	1.4%	7	1.4%	104	21.5%	234	48.3%	1	0.2%	122	25.2%	9	1.9%	484	<b>4</b>	6	1.2%	13	2.6%	123	24.8%	205	41.3%	1	0.2%	130	26.2%	18	3.6%	496
<b>5</b>	1	0.2%	10	2.2%	130	28.4%	203	44.4%	1	0.2%	102	22.3%	10	2.2%	457	<b>5</b>	7	1.4%	7	1.4%	104	21.5%	234	48.3%	1	0.2%	122	25.2%	9	1.9%	484
<b>6</b>	4	0.9%	9	2.0%	104	22.9%	203	44.7%	1	0.2%	128	28.2%	5	1.1%	454	<b>6</b>	1	0.2%	10	2.2%	130	28.4%	203	44.4%	1	0.2%	102	22.3%	10	2.2%	457
<b>7</b>	7	1.6%	8	1.8%	106	23.8%	205	46.0%	1	0.2%	115	25.8%	4	0.9%	446	<b>7</b>	4	0.9%	9	2.0%	104	22.9%	203	44.7%	1	0.2%	128	28.2%	5	1.1%	454
<b>8</b>	2	0.4%	10	2.2%	104	23.1%	221	49.1%	1	0.2%	106	23.6%	6	1.3%	450	<b>8</b>	4	0.9%	9	2.0%	104	22.9%	203	44.7%	1	0.2%	128	28.2%	5	1.1%	454
<b>9</b>	5	1.1%	5	1.1%	107	24.3%	187	42.5%	1	0.2%	127	28.9%	8	1.8%	440	<b>9</b>	7	1.6%	8	1.8%	106	23.8%	205	46.0%	1	0.2%	115	25.8%	4	0.9%	446
<b>10</b>	3	0.7%	10	2.3%	98	22.6%	188	43.4%	1	0.2%	129	29.8%	4	0.9%	433	<b>10</b>	2	0.4%	10	2.2%	104	23.1%	221	49.1%	1	0.2%	106	23.6%	6	1.3%	450
<b>11</b>	1	0.2%	6	1.1%	123	23.4%	246	46.9%	2	0.4%	134	25.5%	13	2.5%	525	<b>11</b>	5	1.1%	5	1.1%	107	24.3%	187	42.5%	1	0.2%	127	28.9%	8	1.8%	440
<b>12</b>	1	0.2%	4	0.9%	101	22.1%	203	44.4%	1	0.2%	142	31.1%	5	1.1%	457	<b>12</b>	3	0.7%	10	2.3%	98	22.6%	188	43.4%	1	0.2%	129	29.8%	4	0.9%	433
<b>Total</b>	50	0.8%	141	2.2%	1593	24.5%	2983	45.9%	14	0.2%	1624	25.0%	95	1.5%	6500	<b>Total</b>	53	0.8%	159	2.4%	1674	24.9%	3122	46.4%	14	0.2%	1615	24.0%	96	1.4	6733

**Table 2: Year of Implementation for Existing Magnet Schools included in the Project**

<b>School Name</b>	1. <b>Ball Preparatory Academy at Ball High School</b>	2.	3.	4.
<b>First Year as a Magnet School</b>	1. <b>2008</b>	2.	3.	4.
<b>School Name</b>	5.	6.	7.	8.
<b>First Year as a Magnet School</b>	5.	6.	7.	8.

**Table 3: Enrollment Data-Magnet Schools OMB-1855-0011 Expires 06/30/13**

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

**LEA Name** Galveston ISD

**School Name** Ball High School

**Actual Enrollment (Current School Year - October 1, 2012)** **Projected Enrollment (Year 1 of Project - October 1, 2013)**

Grade Level	Actual Enrollment (Current School Year - October 1, 2012)													Projected Enrollment (Year 1 of Project - October 1, 2013)																		
	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	
																K																
																1																
																2																
																3																
																4																
																5																
																6																
																7																
																8																
																9	4	0.7%	12	2.2%	145	26.9%	239	44.3%	2	0.4%	132	24.4%	6	1.1%	540	
																10	1	0.2%	6	1.2%	118	23.3%	240	47.4%	2	0.4%	126	24.9%	13	2.6%	506	
																11	2	0.5%	4	0.9%	96	21.9%	193	44.0%	1	0.2%	139	31.7%	4	0.9%	439	
																12	7	1.8%	7	1.8%	83	21.5%	179	46.4%	0	0.0%	106	27.5%	4	1.0%	386	
																Total	14	0.7%	29	1.5%	442	23.6%	851	45.5%	5	0.3%	503	26.9%	27	1.4%	1871	

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**Table 3 (continued): Enrollment Data-Magnet Schools OMB-1855-0011**

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment (Year 2 of Project - October 1, 2014)															Projected Enrollment (Year 3 of Project - October 1, 2015)																		
Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students		
K																K																	
1																1																	
2																2																	
3																3																	
4																4																	
5																5																	
6																6																	
7																7																	
8																8																	
9	5	0.9%	9	1.7%	125	23.1%	245	45.4%	1	0.2%	147	27.2%	8	1.5%	540	9	5	0.9%	6	1.1%	116	21.5%	260	48.1%	1	0.2%	144	26.7%	8	1.5%	540		
10	4	0.7%	12	2.2%	145	26.9%	239	44.3%	2	0.4%	132	24.4%	6	1.1%	540	10	5	0.9%	9	1.7%	125	23.1%	245	45.4%	1	0.2%	147	27.2%	8	1.5%	540		
11	1	0.2%	6	1.2%	118	23.3%	240	47.4%	2	0.4%	126	24.9%	13	2.6%	506	11	4	0.7%	12	2.2%	145	26.9%	239	44.3%	2	0.4%	132	24.4%	6	1.1%	540		
12	2	0.5%	4	0.9%	96	21.9%	193	44.0%	1	0.2%	139	31.7%	4	0.9%	439	12	1	0.2%	6	1.2%	118	23.3%	240	47.4%	2	0.4%	126	24.9%	13	2.6%	506		
<b>Total</b>	12	0.6%	31	1.5%	484	23.9%	917	45.3%	6	0.3%	544	26.9%	31	1.5%	2025	<b>Total</b>	15	0.7%	33	1.6%	504	23.7%	984	46.3%	6	0.3%	549	25.8%	35	1.6%	2126		

**Table 3: Enrollment Data-Magnet Schools OMB-1855-0011 Expires 06/30/13**

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

**LEA Name** Galveston Independent School District

**School Name** Scott Collegiate Academy

**Actual Enrollment (Current School Year - October 1, 2012)** **Projected Enrollment (Year 1 of Project - October 1, 2013)**

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K															
1															
2															
3															
4															
5	1	0.8%	1	0.8%	24	18.6%	70	54.3%	0	0.0%	33	25.6%	0	0.0%	129
6	3	2.4%	3	2.4%	22	17.5%	71	56.3%	1	0.8%	26	20.6%	0	0.0%	126
7	0	0.0%	1	0.8%	18	14.4%	70	56.0%	1	0.8%	32	25.6%	3	2.4%	125
8	2	1.6%	1	0.8%	18	14.8%	73	59.8%	0	0.0%	25	20.5%	3	2.5%	122
9															
10															
11															
12															
<b>Total</b>	6	1.2%	6	1.2%	82	16.3%	284	56.6%	2	0.4%	116	23.1%	6	1.2%	502

**Table 3 (continued): Enrollment Data-Magnet Schools OMB-1855-0011**

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment (Year 2 of Project - October 1, 2014)															Projected Enrollment (Year 3 of Project - October 1, 2015)																	
Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	
K																K																
1																1	1	0.7%	1	0.7%	30	21.7%	71	51.4%	0	0.0%	34	24.6%	1	0.7%	138	
2																2	1	0.8%	1	0.8%	24	18.6%	70	54.3%	0	0.0%	33	25.6%	0	0.0%	129	
3																3	3	2.4%	3	2.4%	22	17.5%	71	56.3%	1	0.8%	26	20.6%	0	0.0%	126	
4																4	0	0.0%	1	0.8%	18	14.4%	70	56.0%	1	0.8%	32	25.6%	3	2.4%	125	
5																5	3	2.4%	3	2.4%	22	17.5%	71	56.3%	1	0.8%	26	20.6%	0	0.0%	126	
6																6	0	0.0%	1	0.8%	18	14.4%	70	56.0%	1	0.8%	32	25.6%	3	2.4%	125	
7																7	3	2.4%	3	2.4%	22	17.5%	71	56.3%	1	0.8%	26	20.6%	0	0.0%	126	
8																8	0	0.0%	1	0.8%	18	14.4%	70	56.0%	1	0.8%	32	25.6%	3	2.4%	125	
9																9																
10																10																
11																11																
12																12																
Total	5	1.0%	6	1.2%	94	18.1%	282	54.4%	2	0.4%	125	24.1%	4	0.8%	518	6	1.1%	6	1.1%	109	20.3%	283	52.8%	1	0.2%	129	24.1%	2	0.4%	536		

**Table 3: Enrollment Data-Magnet Schools OMB-1855-0011 Expires 06/30/13**

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

**LEA Name** Galveston Independent School District

**School Name** Weis Middle School

**Actual Enrollment (Current School Year - October 1, 2012)** **Projected Enrollment (Year 1 of Project - October 1, 2013)**

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K															
1															
2															
3															
4															
5	0	0.0%	1	0.8%	54	41.9%	49	38.0%	0	0.0%	24	18.6%	1	0.8%	129
6	2	1.7%	1	0.9%	52	44.8%	39	33.6%	0	0.0%	21	18.1%	1	0.9%	116
7															
8															
9															
10															
11															
12															
<b>Total</b>	2	0.8%	2	0.8%	106	43.3%	88	35.9%	0	0.0%	45	18.4%	2	0.8%	245

U165A130047  
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**Table 3 (continued): Enrollment Data-Magnet Schools OMB-1855-0011**

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment (Year 2 of Project - October 1, 2014)														Projected Enrollment (Year 3 of Project - October 1, 2015)																		
Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	
K																K																
1																1																
2																2																
3																3																
4																4																
5	0	0.0%	1	0.7%	55	40.4%	51	37.5%	0	0.0%	28	20.6%	1	0.7%	136	5	0	0.0%	0	0.0%	52	37.4%	56	40.3%	1	0.7%	29	20.9%	1	0.7%	139	
6	0	0.0%	1	0.8%	54	41.9%	49	38.0%	0	0.0%	24	18.6%	1	0.8%	129	6	0	0.0%	1	0.8%	54	41.9%	48	37.2%	0	0.0%	24	18.6%	2	1.6%	129	
7																7																
8																8																
9																9																
10																10																
11																11																
12																12																
<b>Total</b>	0	0.0%	2	0.8%	109	41.1%	100	37.7%	0	0.0%	52	19.6%	2	0.8%	265	<b>Total</b>	0	0.0%	1	0.4%	106	39.6%	104	38.8%	1	0.4%	53	19.8%	3	1.1%	268	





## Table 5: Selection of Students-Competitive Preference 3

**Instructions:**

For each magnet school included in the project:

- Indicate whether or not academic examination is used as a factor in the selection of students for the magnet school and, if so, how it is used.
- Briefly describe how students are selected (e.g., weighted lottery, first come/first served, etc.). In the description, identify the criteria that are used, if any, in selecting students and indicate how each of those criteria is used in the process.
- If the same process and use of academic criteria applies to more than one of the magnet schools included in the project, in the “Magnet School (s)” identify all of the schools for which the student selection process applies.
- Use additional sheets or space, if necessary.
- Information on the student selection processes used by other magnet schools (i.e., magnet schools that are not included in the project) is not needed.

LEA Name	Galveston Independent School District
----------	---------------------------------------

Magnet School(s):	Ball High School, Scott Collegiate Academy, Weis Middle School
-------------------	--

Check the appropriate box

- Academic examination is a criterion in the magnet school student selection process.
- Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process

For the 2013-2014 school year, current students are grandfathered into the school that they already attend if the parents choose. After the grandfathering provision is applied for any remaining available seats in the 2013-2014 school year and in subsequent years: for any grade level where the number of applications exceeds the number of spaces available, selection of students shall be by the Priority Order listed below. At any of these priority levels, when the number of applicants in that priority level exceeds the number of available spaces, selection for the remaining spaces shall be made by lottery. Priority 1: Siblings of students currently enrolled will be given priority. Priority 2: New applicants that are siblings of students currently enrolled. Priority 3: Children of school employees who reside within the district. Priority 4: Children of school employees who reside outside the district. Priority 5: New student applicants who reside within the community and are not siblings or the child of a school employee. Priority 6: New student applicants who reside outside of the district

Magnet School(s):	
-------------------	--

Check the appropriate box

- Academic examination is a criterion in the magnet school student selection process.
- Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process

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## Table 6: New or Revised Magnet School Projects-Competitive Preference 2

### Instructions:

For each magnet school identified in Tables 1 - 5:

- Briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from within school program serving 50 students to whole school program serving 400 students; adding medical sciences within school to complement other within school programs and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc); and
- Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within school program to a whole program; etc.
- If all of the schools participating in the project are new magnet schools, indicate “No Revised Magnet Schools Participating in the Project” in the first “Nature of Revision or Change to the Magnet School” box.
- Use additional sheets, if necessary.

LEA Name Galveston Independent School District

Magnet School: Ball Preparatory Academy at Ball High School

### Nature of Revision or Change to the Magnet School:

Ball Preparatory Academy for Science and Technology is a STEM school which serves 366 students within Ball High School. GISD seeks to expand the STEM Academy into two STEM schools: 1) Ball Preparatory Academy for Biomedical Sciences and Medical Professions; 2) Ball Science, Technology, Engineering and Mathematics Academy.

### Explanation of How or Why the Revision is Significant:

Ball Preparatory Academy has existed for five years and is academically successful. The Academy serves as a model that can be replicated so that all students at Ball High School benefit from the effective practices that have made Ball Prep successful. Ball High School will become a mega-magnet College and Career Center with four smaller learning communities: 1) Ball Preparatory Academy for Biomedical Sciences and Medical Professions; 2) Ball STEM Academy; 3) Ball Center for Innovation and Entrepreneurship; and 4) Ball Center for Media and Digital Technology. The District wants to restructure the traditional, comprehensive high school to improve student performance in STEM areas, and to reduce, eliminate, or prevent minority group isolation.

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Marcia Proctor</p>	<p>* TITLE</p> <p>Superintendent</p>
<p>* APPLICANT ORGANIZATION</p> <p>Galveston ISD</p>	<p>* DATE SUBMITTED</p> <p>02/28/2013</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name: Galveston ISD

\* Street 1: 3904 Ave T    \* Street 2: \_\_\_\_\_

\* City: Galveston    \* State: TX: Texas    \* Zip: 77550

Congressional District, if known: \_\_\_\_\_

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

\_\_\_\_\_

<b>6. * Federal Department/Agency:</b> United States Department of Education	<b>7. * Federal Program Name/Description:</b> Magnet Schools Assistance
	CFDA Number, if applicable: 84.165

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
---	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name: none    Middle Name: \_\_\_\_\_

\* Last Name: none    Suffix: \_\_\_\_\_

\* Street 1: \_\_\_\_\_    \* Street 2: \_\_\_\_\_

\* City: \_\_\_\_\_    \* State: \_\_\_\_\_    \* Zip: \_\_\_\_\_

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix \_\_\_\_\_ \* First Name: none    Middle Name: \_\_\_\_\_

\* Last Name: none    Suffix: \_\_\_\_\_

\* Street 1: \_\_\_\_\_    \* Street 2: \_\_\_\_\_

\* City: \_\_\_\_\_    \* State: \_\_\_\_\_    \* Zip: \_\_\_\_\_

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature: Marcia Proctor

\* Name: Prefix Mr.    \* First Name: Larry    Middle Name: \_\_\_\_\_  
\* Last Name: Nichols    Suffix: \_\_\_\_\_

Title: Superintendent    Telephone No.: 409-766-5121    Date: 02/28/2013

**Federal Use Only:** \_\_\_\_\_ **Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)**

PR/Award # U165A130047

## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

## Optional - You may attach 1 file to this page.

GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

## General Education Provisions Act (GEPA) Requirement Galveston Independent School District

The guiding principles of the Galveston Independent School District are equity of educational opportunities, student diversity, instructional improvement and optimal use of facilities. Furthermore, Galveston Independent School District does not discriminate on the basis of race, color, religion, national origin, sex, disability, age, military status, or any other basis prohibited by law.

Galveston Independent School District will provide equitable access and participation for students, teachers, and other MSAP program beneficiaries such as parents and community members so no one will be discriminated against in any programs.

Galveston ISD will send all communications including invitations, announcements, brochures to the parents of MSAP students in Spanish and English.

Translators will be available for parent meetings for Spanish-speaking parents to gather their input and address their questions.

All students may apply to the MSAP schools. Students will be selected without regard to race, color, national origin, gender, age, or handicapping condition.

Students with disabilities will receive supplemental support or services as needed. Examples of assistance include the use of assistive technology, access to an interpreter, or instructional aide.

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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b>	
<input style="width: 100%;" type="text" value="Galveston ISD"/>	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Larry"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Nichols"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Superintendent"/>	
<b>* SIGNATURE:</b> <input style="width: 300px;" type="text" value="Marcia Proctor"/>	<b>* DATE:</b> <input style="width: 150px;" type="text" value="02/28/2013"/>

Close Form

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

Prefix:  \* First Name:  Middle Name:  \* Last Name:  Suffix:

Address:

\* Street1:   
 Street2:   
 \* City:   
 County:   
 \* State:   
 \* Zip Code:   
 \* Country:

\* Phone Number (give area code) Fax Number (give area code)

Email Address:

**2. Applicant Experience:**

Novice Applicant  Yes  No  Not applicable to this program

**3. Human Subjects Research**

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes  No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

Add Attachment

Delete Attachment

View Attachment

**Human Subjects Research Explanation for Galveston ISD application**

Are any research activities involving human subjects planned at any time during the proposed project Period?

X Yes                       No

Are ALL the research activities proposed designated to be exempt from the regulations?

X Yes    Provide Exemption(s) #: 1  
 No    Provide Assurance #, if available: NA

**Exemption #1**

(1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

**EXEMPT NARRATIVE**

The research on the GISD MSAP will be conducted within the structure of participants’ regular school day. The research involves collecting data from participants that falls within the purview of documenting instructional strategies (i.e. integration of research-based strategies, rigorous STEM strategies, integration of technology), observing normal classroom structures, and determining the outcomes of improved classroom and integration strategies (i.e., Texas STAAR assessment). No undue burden is placed on participants as it relates to data collected or the time required to provide the data. All student data collected by evaluators and provided by the schools will be coded to maintain their confidentiality.

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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\* Attachment:

## **ABSTRACT NARRATIVE**

### **Project Title: APEX 2 (Academic Programs for Equity and Excellence)**

Galveston Independent School District (GISD) proposes to establish six new secondary MSAP magnet programs. The Galveston ISD Board of Trustees is committed to creating academic programs that insure equity and excellence for all students. APEX2 is the District's response to the need to 1) develop innovative educational practices to promote diversity and increase choices and encourage parents to select schools; 2) achieve systemic reforms to provide all students the opportunity to meet challenging content and achievement standards; 3) develop specialized focus to strengthen knowledge of academic subjects, specifically science, technology, engineering and mathematics (STEM) by enabling students to develop awareness of self and opportunities for postsecondary education and careers and 4) develop campus and district level capacity to continue operating magnet schools after Federal funding has ended.

The Galveston ISD MSAP proposed magnets impact three existing schools. Ball High School, a comprehensive high school, will be transformed to a mega-magnet comprised of four smaller learning communities potentially housing 450-500 students each. The four smaller learning communities are Ball Preparatory Academy for Biomedical Sciences and Medical Professions, Ball STEM Academy, Ball Center for Innovation and Entrepreneurship, and Ball Center for Media Arts and Digital Technology. Two middle school magnets will also be developed -- Weis Media and Technology Preparatory Academy and Scott Collegiate Academy. These themes will improve the vertical articulation of the district's current APEX (Academic Programs for Equity and eXcellence) magnet programs. With the addition of the six new programs, 75% of the students in the district will be enrolled in a magnet program.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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**Galveston ISD APEX Project Narrative**

**Priority 1 – Need For Assistance**

**Introduction**

*Galveston, Texas, a barrier island, located 46 miles southeast of Houston, has weathered horrific storms including Hurricane Ike in 2008, and the Galveston Independent School District (GISD) has met many challenges to build a strong foundation for equity and excellence in education. But the district still needs additional support to fully recover from the devastation of Hurricane Ike and fully transform education for all of its students regardless of race, ethnicity, religion, language background, gender, special needs, or socio-economic status.*

**Historical Perspective.** GISD began court-ordered desegregation in 1961 to integrate after a long history of segregation of African American students in separate schools from White students. GISD filed a Motion for Declaration of Unitary Status that was approved and Galveston ISD achieved unitary, or officially desegregated, status in May 2009. Meanwhile, GISD’s Hispanic population increased 33% in the ten-year period 1994-2003 and became the largest population group in the district. The Hispanic population growth during the next five years, 2003-2008 exceeded the rate of the previous ten years. Within 15 years, the Hispanic population transformed from the district’s smallest student group to its largest, accounting for almost half of the population. The English Language Learners (ELLs) population grew at the same rate, and the Economically Disadvantaged population also increased dramatically.

**Table 1. GISD Population Growth 1994-2008**

<b>GISD</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>ELL</b>	<b>Econ. Disadv.</b>
1994	40.2%	27.8%	29.4%	8.8%	53.5%

2003	33.2%	37.2%	26.5%	11.7%	63.5%
2008	25.4%	48.7%	23.4%	13.9%	76.8%

The district was not prepared for the rapid demographic shifts or the language development and content instructional needs of ELLs. The state’s 2008 monitoring report made the district aware that ELLs in particular and Hispanic students in general were not consistently receiving appropriate, differentiated and rigorous instruction required to develop language skills and content mastery in all subjects.

GISD began to work with technical assistance providers to evaluate all components of the BE-ESL program, including instructional strategies, curriculum, student support initiatives, staffing patterns, and the structure and organization of the program within and across campuses. Among other issues, GISD realized that the 9-12 grade dropout rate for ELL students is 11% compared to a district average of 7.5% for all students. Students who are immigrants are two-and-a-half times more likely to drop out of school than “all” students with a rate of 18.6%.

New programs and services were planned for implementation in the 2008-2009 academic year. The district hired a new Director for BE-ESL. The district purchased and began to implement a vertically and horizontally aligned curriculum that provides both English and Spanish in the core contents (CSCOPE). Thirty-five (35) teachers participated in ESL Certification training and a Certification Preparation Class. GISD then had 39 certified bilingual teachers in grades PK-6 and 15 teachers with ESL Certification who are the teacher of record for English Language Learners from PK-12. One-third of the district’s existing teachers and all new teachers have been trained in the Sheltered Instruction model. All board meetings and parent functions are provided with a bilingual translator.

***The Aftermath of Hurricane Ike.*** GISD had enrolled almost 8,000 students when, in September 2008, Galveston was taken to the brink of total destruction in a direct hit from

Hurricane Ike. It destroyed basic health and sanitation infrastructure forcing the City of Galveston for 19 days to bar the return of citizens from mandatory evacuation. In the immediate aftermath, District leaders provided sites for emergency shelter and full-day “afterschool” programs in the Island’s tent city, began immediate planning for school restart, combined campuses and borrowed school buses, and re-opened schools on October, less than one month after the mandatory evacuation order. Ike severely damaged and closed four GISD schools and maintenance department, and caused the majority of the district’s island and peninsula residents, including its staff and students, to be classified as homeless during the first five months after the storm. Almost all GISD students were homeless for at least part of the 2008-09 school year, their counts at different points, ranging from 5,680 to 7,681.

***Recovery After Ike.*** Galveston is gradually growing after its population decline of approximately 16%. The 2010 census records 47,743 residents living in the city, with the median age of residents being 38.8 years. Many residents live at or below the poverty level, with the estimated per capita income in 2009 of \$24,767. For the population in Galveston 25 years and over, 74.4% have completed high school or higher; 23.7% have a Bachelor’s degree or higher; 10.6% have a graduate or professional degree. Galveston’s economic base is centered on tourism, health care, shipping and the financial industries. The unemployment rate is 10.1%. As of October 1, 2012, GISD serves 6039 K-12 students plus 669 PreK students. Approximately 6.4% are still homeless. Teachers report that about half of their students still show effects of post-traumatic shock from Hurricane Ike, especially those students now moving into middle school years.

Most GISD students are minority (75%) and low-income (72.8%). The racial composition of GISD differs from that of the city in certain aspects.

**Table 2. Current Galveston and GISD Populations, by Race/Ethnicity**

<b>Race/Ethnicity</b>	<b>City Population</b>	<b>GISD Student Population</b>
African American	18.6%	23.6%
Asian	3.1%	3.1%
Hispanic	31.3%	45.9%
White	45.0%	25.0%

**2010 Magnet Grant.** In 2010, GISD pursued and was awarded a Magnet School Assistance Program (MSAP) grant from the U.S. Department of Education to establish the APEX (Academic Programs for Equity and eXcellence) schools. The new MSAP schools (four elementary and one middle) ignited excitement in students and families to register and become engaged in those schools. These five magnet schools, now in their third year of implementation, will be sustained by the district after the federal funding period ends. The magnet programs have changed the culture of these schools and the community perceptions are changing as they recognize their movement toward equity and excellence. The APEX schools were established to:

- Increase integration so that under-represented sub-populations at each school would be less isolated and more closely approximate district demographics
- Increase interaction between subgroups
- Improve academic outcomes
- Prevent minority group isolation for the Hispanic and ELL populations and ensure that ELL students were consistently placed in classroom settings with instructional personnel trained in strategies to support them

The APEX schools are recognized in the district and community for accomplishing major outcomes in a brief period of time. Because of MSAP, the District has received accolades for:

1. *Establishing the following magnet schools with strong academic themes:*

<b>Magnet School</b>	<b>Grades</b>	<b>Theme</b>
Early Childhood University	K-4	School of Academic Excellence
Morgan Elementary	K-4	Magnet School of Science and Engineering
Oppe Elementary	K-4	Magnet Campus of Coastal Studies
Parker Elementary	K-4	School of International Studies
Central Middle School	7-8	Media Arts Magnet

2. *Increasing the percentages of under-represented sub-populations to more closely approximate district demographics*

- By the end of Year 2, enrollment of two schools (ECU and Parker) changed enough so that their demographics reflected district demographics. The other three schools made substantial gains in their target populations.

3. *Improved programs for ELLs*

- Bilingual Education (K-3) and ESL (grade 4-8) programs have been improved to enable ELL students to become competent in listening, speaking, reading and writing through the development of literacy and academic skills in English. In addition to English mastery, these programs also emphasize mathematics, science and social studies.
- The percent of magnet school teachers certified to teach ELLs increased from 35% in 2009 to 72% in 2012.

4. *Transforming their educator appraisal system through a Teacher Incentive Fund program to increase teacher and leadership quality at the magnet schools*

- Teacher-leaders are emerging and co-leading change efforts at the schools
- 134 (85.9%) of the teachers across all five magnet schools improved their teaching and were paid incentives under the new teacher appraisal system and performance-based compensation system

5. *Increasing research-based instructional strategies to support diverse populations*

- Response To Intervention - In May 2012, 100% of the 156 magnet teachers responding to the *GISD Teacher Survey* indicated that RTI was being implemented at their school, and 87.2% stated that they personally were implementing. This was a marked increase over the 2011 *Teacher Survey* where only 6.1% indicated that they were “planning” to implement.
- Diversity responsive instruction - Teachers overall (97.7%) reported wide use of diversity-responsive instructional practices (such as differentiated instruction, academic language development, cooperative learning) with 66.2% of all teachers stating that they fully integrate these practices into their teaching.
- Use of technology - Teachers in the magnet programs regularly integrated the use of technology into their classroom instruction. Overall, 99% of the teachers reported using technology with usage ranging between 89% and 100% at the magnet schools. In four of the five schools, 100% of the teachers reported regularly using technology in the classroom.

6. *Enhancing learning opportunities for students*

- Virtual field trips – Students were able to explore distant countries or to Skype with astronauts from NASA.
- One-to-one iPads – Students at the Academic Excellence elementary magnet had daily use of this technology taking ownership of their learning.
- Afterschool theme-based programs – Opportunities that ranged from a Robotics Club to the Green Team (environment science) to a Photography Club were open to all students.

7. *Increasing student outcomes –*

- During Year 2 (2011-12) of the grant, state testing in Texas changed from the TAKS to STAAR, and the state is just beginning to release the proficiency ranges for the STAAR or other ways to compare Year 1 (baseline) proficiency data with Years 2 and 3 proficiency data.
- Teachers at all five magnets reported informally that they were applying new skills learned through the extensive professional development changing their teaching strategies and were seeing improved results in their students' academic performance.
- In Year 1 of the grant, one of the magnet schools made AYP and in the second year of implementation, a second school made AYP for the first time.
- Attendance rates for African American and Hispanic students, each school's MGI population, increased a minimum of 2% from Year 1 to Year 3 at every one of the schools. At ECU, Hispanic student attendance increased by more than 3.3%. The Year 3 attendance rates ranged between 95.44% and 97.52% with

overall attendance increasing from 89.29% in Year 1 to 96.66% in Year 3 providing more consistent instructional opportunities to all the students.

8. *Increasing parent ratings of schools* - 862 parents across the five magnet schools responded to a survey in Spring 2012, and rated their child’s school on 12 characteristics. Their ratings were converted and ranged from 78 to 88 on a 100-point scale for each characteristic.

**Table 3. Parent Rating of Their Child’s Magnet School, on a 100-point scale**

<b>Statement About Their School</b>	<b>(n=862)</b>	<b>Rating</b>
1. Families feel welcome at the school.		88
2. Students like the school.		88
3. The school is a safe environment for students and staff.		87
4. The school is a caring and nurturing place.		86
5. The school has high standards for my student’s academic achievement.		86
6. Teacher quality is high.		86
7. Technology is available to help students learn.		85
8. Students are interested and motivated.		84
9. All students learn.		82
10. Student attendance rates are high.		80
11. School scores on statewide achievement tests are high.		79
12. Most parents or guardians are involved with the school.		78

9. *Increasing parent involvement at each school* -

- The magnet schools increasingly reached out to their parents across the years of magnet implementation. Activities initiated by both the teachers and Parent Liaisons spanned all of the Six Types of Parental Involvement in the Epstein Framework and were quantified by Parent Involvement Logs.
  - Data from Years 1 and 2 both yielded the highest frequency for Type 2 – Communicating. In Year 2 the teachers reported 6 times the communication contacts with parents than they reported the prior year.
  - For Type 3 – Volunteering, increased in the number of volunteer activities as well as the number of volunteers, especially in the elementary schools.
  - The “higher” more involved Types showed the greatest increases. The assistance teachers provided for Type 4 – Learning at Home increased from 94 in Year 1 to over 5,000 in Year 2. Type 5 – Decision Making increased almost as much, and Type 6 – Collaborating with Community went from 219 reported instances to almost 2,000 in Year 2.
- Schools also provided expanded opportunities for parents to enhance their own skills through classes ranging from ESL or learning another language, to parenting, to helping with homework or writing a powerful resume. Parent Centers at each of the schools were open all school days providing a nurturing environment where parents could gather for peer discussions or to ask questions.
- The 2012 GISD Schools of Choice Parent Survey showed –
  - 91.7% of the parents who returned their surveys participated in at least one (1) school activity during the year.

- Of Epstein’s Six Types of Parental Involvement, Type 2 – Communicating – produced the highest results with an 89.2% response followed closely by Type 4 – Learning at Home – at 84%.
- Results for Type 1 – Parenting and Type 3 – Volunteering were 32.7% and 41.2% respectively.
- The least frequently reported areas, Type 5 – Decision Making and Type 6 – Collaborating with Community, were 22.2% and 13.4%. Parent responses mirrored the teacher reports.

### Need for the New MSAP Magnet Schools

The work that still lies ahead is to create the high quality learning that has been brought about in the five current magnet schools, along with continuing their themes, to transform learning at the middle schools and the district’s one high school – to bring world-class education for all of the students on the island.

In order to continue its efforts to increase integration, prevent isolation of student subgroups, and provide all students with a high quality education, GISD is applying for this grant to create *six new MSAP magnet programs – APEX2* – to serve approximately 2,500 students.

The proposed magnets are:

- Weis Media Arts and Technology Preparatory Academy (5-6)
- Scott Collegiate Academy (5-8)
- Four new magnet programs at the four new SLCs in Ball High School, creating a college and career mega-magnet center. Ball High School will be converted over the summer of 2013 to the four SLCs with approximately 450-500 students in each. The new magnets are:

- Ball Preparatory Academy for Biomedical Engineering & the Medical Professions
- Ball Science, Technology, Engineering & Mathematics Academy
- Ball Center for Media Arts & Digital Technology
- Ball Center for Innovation & Entrepreneurship

This MSAP is ideally suited to meet the needs of GISD’s students by providing opportunities to meet challenging academic content and achievement standards and to develop innovative educational methods and practices that promote diversity. The proposed magnet schools are needed to promote equity and academic excellence for all students and provide appealing choices for families and students through specialized curriculum designed for all students to meet challenging state academic content and achievement standards.

*GISD will build on the current magnet program to meet the following needs and create capacity to establish and sustain the new magnet schools at a high level after the federal funding period.*

***Need 1: Increase Integration and Reduce Isolation at Two Additional Middle Schools and the High School.*** Equitable access has been facilitated through the elimination of neighborhood assignment zones. Families apply for available seats throughout the District through “Schools of Choice” options. At the three sites, significant additional resources are required to ensure that the Schools of Choice options successfully reduce minority group isolation and under or over representation for Hispanic, ELL, and African American students (See Table 4). Campuses need evaluation data, technical assistance, and professional development, along with parent and community involvement necessary to change behaviors, attitudes and perception.

Almost 90% speak Spanish. Other ELLs speak other languages, but with few speaking the same language.

Magnet efforts at each site include:

- At Ball H.S., magnet efforts will focus on *preventing MGIs* as each of the new SLC magnets are created and as they develop over the long term.
- At Scott Collegiate Academy magnet efforts will focus on *\*reducing MGIs* of Hispanics and ELLs, and increasing underrepresented African American students.
- At Weis Media Arts and Technology Preparatory Academy, magnet efforts will focus on *\*reducing MGI* of African American students, underrepresentation of Whites, Hispanics and ELLs, and possibly an over identification of special education students.

**Table 4. Estimated GISD Enrollment Demographics (10.1.12)**

<b>Demographic Data</b>	<b>Scott</b>	<b>Weis</b>	<b>Ball HS</b>	<b>District</b>
# of Students (PreK-12)	480	233	1794	6708
% Male/Female	49% & 51%	59% & 41%	52% & 48%	51% & 49%
% African American	<b>15.4%</b>	<b>*46.6%</b>	22.6%	23.7%
% Asian	1.9%	0.4%	1.6%	2.0%
% Hispanic	<b>*57.3%</b>	<b>*35.6%</b>	44.0%	44.4%
% White	22.5%	15.9%	28.6%	27.0%
% ELL	16.0%	12.3%	4.9%	16.2%
% Special Education	8.4%	11.5%	8.8%	6.0%
% Low Income	75.6%	84.7%	55.8%	71.3%

In addition to enrollment changes that need to occur, increased integration and reduced isolation also need to be seen in teacher-arranged student groups and interactions in classrooms and in self-selected groups of students in and outside the classroom. In January 2013,

observations were conducted of students in self-selected groups in and outside the classroom at Ball High School during three observation periods. Of the 50 groups of students observed, 62% were comprised of what appeared to be only one racial group, 28% appeared to be predominantly one race, and only 10% appeared to be more fully integrated.

**Need 2: Improve Student Performance.** Weis and Ball are School Improvement schools and Ball High School is also one of the Texas persistently lowest achieving schools (lowest 5%). Student outcomes need to be improved at all the new magnet schools. Following is student outcome data from each site that shows the discrepancies between subgroups at each site. Texas has not yet posted the Standards Cut Points for STAAR 2012 cycle for comparison to TAKS in prior years. Data here is based on what is currently available.

**Table 5. Scott Collegiate Academy Student Outcome Data\*, by ESEA Subgroup**

Scott	Afr Am	Hispanic	White	ELL	SpEd	Low Inc
% Prof ELA - Gr 6	55%	56%	79%	22%	--	59%
Gr 7	89%	78%	88%	--	--	79%
Gr 8	93%	87%	90%	--	--	87%
% Prof Math – Gr 6	55%	69%	63%	89%	--	67%
Gr 7	72%	60%	72%	--	--	64%
Gr 8	--	38%	--	--	--	38%
% Prof Science–Gr 8	30%	53%	33%	--	--	47%

**Table 6. Weis Media Arts and Technology Academy Student Outcome Data\***

**by ESEA Subgroup**

<b>Weis</b>	<b>Afr Am</b>	<b>Hispanic</b>	<b>White</b>	<b>ELL</b>	<b>SpEd</b>	<b>Low Inc</b>
% Prof ELA - Gr 5	35%	46%	83%	37%	83%	49%
Gr 6	52%	42%	71%	13%	88%	52%
% Prof Math – Gr 5	33%	45%	70%	42%	83%	45%
Gr 6	39%	51%	62%	21%	41%	50%
% Prof Science-Gr 5	27%	36%	78%	37%	83%	42%

\* STAAR Grades 3-8 Raw Score Conversions Phase 1 is reported.

**Table 7. Ball High School Student Outcome Data\*, by ESEA Subgroup**

<b>Ball</b>	<b>Afr Am</b>	<b>Hispanic</b>	<b>White</b>	<b>ELL</b>	<b>SpEd</b>	<b>Low Inc</b>
% Prof ELA - Gr 9	38%	40%	71%	6%	2%	37%
Gr 10	93%	94%	97%	53%	36%	93%
Gr 11	91%	89%	95%	33%	56%	90%
% Prof Math - Gr 9	51%	67%	86%	21%	17%	62%
Gr 10	52%	69%	87%	7%	17%	64%
Gr 11	78%	85%	93%	47%	25%	81%
% Prof Sci - Gr 9	69%	72%	89%	33%	19%	69%
Gr 10	54%	64%	88%	7%	17%	62%

Gr 11	88%	93%	97%	60%	50%	91%
Suspension Rate	49.9%	30.4%	20.6%	--	--	--

*\*Texas Assessment of Knowledge and Skills (TAKS) 2012*

Of the students in 2011 scheduled to graduate, 15.1% were dropouts. Approximately 20% of White students disconnected from school, 15% of Hispanic and 10% of African American disconnected from school.

Campus-level resources are needed to leverage district-level investments in the implementation of best practices for all students, with a focus on best practices for meeting the needs of ELL students. Each campus will need to develop local plans and processes to ensure that ELL students receive appropriate, differentiated and rigorous instruction required for developing language skills and content mastery in all subjects. To improve student performance, campuses need additional funding to support their use of evaluation data, technical assistance, and professional development to identify instructional strategies that engage their students, accelerate learning, create scaffolding to rigorous and advanced coursework, and encourage lower performing students.

***Need 3: Support the Curriculum Redesign at Each New Magnet School.*** The new magnet schools need to develop and design innovative educational methods and practices to promote diversity and increase choices, encouraging parents to become active selectors of schools based on student needs and interests (MSAP Purposes 1 and 3). The 2010 MSAP grant has enabled GISD to build exemplary programs in its four elementary magnet schools and one middle school. As students from these schools move on to middle school and high school, they must have high quality educational programs that continue to excite and engage them and allow them to continue courses of study that are of great interest to them. The themes from their

magnet schools need to be extended and articulated in the upper grade levels. These specialized focus areas need to be fully developed to implement district-level reforms through focused campus-level programs, substantially strengthen the knowledge of academic subjects, and enable students to develop awareness of self and opportunities for postsecondary education and careers (MSAP Purpose 4). These themes need to be developed to prepare students for applicable rigorous, engaging, advanced coursework in STEM and other subject areas. These unique programs help students become highly motivated to learn and to meet high academic standards and provide parents and students with greater opportunities for choice.

However, GISD lacks adequate resources to fully develop and implement the themes with fidelity. The campuses require technical support, evaluation data, professional development and common planning time, including community-based planning, to create a shared vision of quality education for all students, including ELL students. Strong curriculum and instructional materials need to be developed to enable students to connect to the content, build background knowledge and become aware of their interests and abilities relative to postsecondary education and career opportunities. The school staff need time and support to integrate the students' diverse cultures and languages and to engage parents and community members in innovative ways. The targeted campuses need to align challenging curriculum in language arts, mathematics, science and social studies with practices that enable ELL students to become literate in English and provide opportunities for all students to meet high expectations for academic achievement and personal development.

MSAP's **APEX2** will build on the district's curriculum to align each campus's theme with viable and relevant curriculum, enhance components of the curriculum consistent with each campus's targeted priorities and expand elements related to critical thinking, communication,

college and career readiness, and life skills. MSAP funding will enable each campus to engage subject matter experts who can contribute to the development of innovative and thematic approaches to the curriculum. MSAP will also provide for enhanced instructional resources and experiences that enable the students to develop advanced knowledge of the academic subjects and awareness of college and career opportunities especially those in STEM fields.

***Need 4: Align and Provide Professional Development (PD).*** PD will be aligned with the GISD educator evaluation systems (a value added model funded through a 2010 Teacher Incentive Fund grant from the U.S. Dept. of Education) to use existing site Professional Learning Communities (PLCs), and new separate PLCs for magnet site coordinators, coaches and core specialists to support them in their work with teachers. The PD needs to include:

- Support for school staffs in their efforts to increase integration and reduce isolation within the new magnet schools and classrooms
- Content-specific training related to themes and related teaching strategies, including that for rigorous and advanced STEM and other coursework
- Time for teachers to collaborate during the school day to plan the new curriculum and identify necessary interventions and strategies to support diversity, integrate the language and culture of the learner, and integrate research based strategies and technology to personalize and meet learner needs
- Time and support for instructional teams to analyze student data and design services and interventions that address students' strengths and learning gaps
- Online and blended PD to support individual needs

***Need 5: Increase Parent Engagement.*** GISD emphasizes parent involvement at all of its schools, and the current magnet schools have worked diligently to increase parent

involvement. The new magnet schools will need to do the same to help parents understand the transitions that will be taking place in the six new magnet programs. The new magnet schools will need specialists to develop practices at each school to create new ways of communicating with and engaging parents (see Part C – Program Design for a description of the parent engagement strategies to be used).

**Need 6: Increase Community and Virtual Partnerships and Resources.** The current magnet schools have developed strong partnerships with community agencies, including University of Texas Medical Branch (UTMB), ACE-NASA, City of Galveston, The Aquarium in Denver, Texas Parks and Wildlife Department, Texas A&M Galveston, Channel 11 Houston, NOAA, League of United Latin American Cultures Council #151, Houston Nature Discovery Center, and Rice University. These local and virtual partnerships need developing to support the themes at the upper grade levels. Specialists need to support developing these partnerships, and content and technology specialists need to continually look for virtual resources (people, information, materials) that can be used to support instruction, PD and parent engagement.

**(a) The costs of fully implementing the magnet schools project as proposed**

GISD’s cost to fully implement the magnet project and address the needs described above exceeds the resources of the district and its partners.

**Table 8. Estimated Expenses for Magnet Project by Cost Category: GISD + MSAP Grant**

	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
<b>Personnel &amp; Fringe</b>	\$18,062,000	\$18,844,925	\$19,666,996
<b>Travel</b>	\$ 928,942	\$972,589	\$1,018,418
<b>Equipment</b>	\$835,879	\$812,908	\$772,278
<b>Supplies</b>	\$1,008,107	\$1,159,457	\$1,199,715

<b>Contractual</b>	\$1,106,771	\$1,071,360	\$1,109,678
<b>Indirect Costs</b>	\$3,086,574	\$3,173,015	\$3,329,628
<b>TOTALS</b>	\$25,028,273	\$26,034,254	\$27,096,714

Table 8 above details the projected total cost by major category to implement the six proposed magnet programs. These costs average \$26 million per year. GISD will continue to invest in the innovations, projects, facilities and professional staff described in this proposal. However, without MSAP funding, the district lacks the resources to meet the MSAP purposes by implementing the magnet programs with fidelity to the model.

**(b) Resources available to the applicant to carry out the project if grant funds were not provided;**

GISD’s resources are not adequate to expand the college and career pathways, established by the current five MSAP magnet schools plus one STEM middle school, to additional grades without external funding. The District is still rebuilding from Hurricane Ike with a continued shortage of 1000 students from pre-Ike numbers. Examples of existing resources available for the magnet programs without this grant funding include:

- District level support for magnet programs through the Assistant Superintendent for Curriculum and Instruction, including staff development and curriculum development.
- District level support through a Director of Bilingual Education-ESL programs
- Equitable application process through the Schools of Choice assignment model
- Student Transportation, materials, supplies

Among other existing resources, GISD maintains the academic facilities in which the magnet schools will be housed: Ball High School, Scott Collegiate Academy (renovated after Hurricane Ike), and Weis Middle School (shares a building renovated after Hurricane Ike). GISD also provides a technology infrastructure to support student achievement and current academic

programs, including a network capable of supporting the proposed technology-related themes and distance learning. Recently reduced state funding has resulted in an approximate \$5 million deficit in the district’s budget each of the last two school years, thus, items like the technology replacement fund has been cut, resulting in teacher and student computers that are over 5 years old at these three campuses. STEM is a primary focus throughout all of the proposed magnet programs and is expected to improve availability of electronic textbooks and resources, blended learning, plus real time electronic assessments and interventions for students. Table 9 lists the GISD estimated expenses available to implement the proposed magnet programs.

**Table 9. Estimated Expenses for Magnet Project by Cost Category: GISD**

	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
<b>Personnel &amp; Fringe</b>	\$15,658,500	\$16,441,425	\$17,263,496
<b>Travel</b>	\$872,942	\$916,589	\$962,418
<b>Equipment</b>	\$16,579	\$17,408	\$18,278
<b>Supplies</b>	\$763,007	\$801,157	\$841,215
<b>Contractual</b>	\$691,771	\$726,359	\$762,677
<b>Indirect Costs</b>	\$2,983,524	\$3,132,700	\$3,289,335
<b>TOTALS</b>	\$20,986,323	\$22,035,639	\$23,137,421

(c) The extent to which the costs of the project exceed the applicant's resources

MSAP funding is necessary create six new magnet programs with fidelity to the model, including appropriate staffing and campus thematic experts, extensive professional development to implement best practices and models, curriculum design in context of state and federal

standards, materials and program design as well as the costs of informing parents about the options and advantages of each campus.

GISD's financial resources are very limited due to a combination of 1) \$600,000 cost share to repair actual damage still remaining from Hurricane Ike, one campus building and the District Warehouse and Maintenance Facility; 2) diminished Average Daily Attendance based funding due to the continued loss of 1,000 students after Hurricane Ike, 3) the cost of implementing required state and federal initiatives, 4) the excess cost of transportation for the Schools of Choice initiative, 5) An inequitable Texas School Finance System (resulting in a deficit budget of over \$4 million in the 2011-2012 school year and a projected budget deficit of \$5.4 million for the 2012-2013 and 2013-2014 school years, 6) increased cost of facility insurance after Hurricane Ike resulting in a 10% increase over insurance rates for other non-coastal school districts in Texas.

GISD made significant cuts in response to these events, such as reducing 90 positions in March 2012 and reducing all discretionary spending by 10%. Table 10 details the extent to which the project exceeds the district's resources. However, the most insurmountable roadblock to GISD is the inequitable Texas School Finance System. GISD filed suit against the State of Texas in collaboration with 685 out of 1015 Texas School Districts and won the initial ruling. The ruling found that the funding formula used by the State of Texas is unconstitutional, inequitable, and lacks fairness. While this is a hopeful sign for the future, the lawsuit appeals process will delay any immediate change in state funding for at least the next two school years. With this inequitable funding model, the amount of revenue that GISD is able to collect is limited to the same level of revenue generated through property taxes in 2005. This means that GISD is only able to raise local property taxes through an election referendum for voters to agree

to raise the current tax rate by another 15 cents. However, because GISD is one of the ‘Robin Hood’ districts in the State of Texas (equalization of wealth by taking money from property wealthy districts and redistributing it to property poor districts), GISD has to send \$12.2 million annually of local tax revenue to the State. If GISD were successful in the voters approving an additional tax levy to 15 cents for increased funding, only 75 cents out of every dollar of additional tax revenue would stay in Galveston. The other 25 cents would be recaptured by the State under ‘Robin Hood’. Thus, with this State school funding environment, the current consensus of the Galveston community is that the taxpayers would deny the additional tax levy request until such time that all additional revenue raised would stay in the district. GISD is property rich due to tourism and the industry related to the Port of Galveston. However, 73% of our students qualify for Free and Reduced Lunch and GISD is denied the additional resources to support the education of these children. Thus, GISD is dependent upon this MSAP funding to provide adequate educational funding to result in academic achievement for these economically disadvantaged students struggling academically.

**Table 10. Estimated Expenses for Magnet Project by Cost Category: MSAP Grant**

	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
<b>Personnel &amp; Fringe</b>	\$2,403,500	\$2,403,500	\$2,403,500
<b>Travel</b>	\$56,000	\$56,000	\$56,000
<b>Equipment</b>	\$819,300	\$795,500	\$754,000
<b>Supplies</b>	\$245,100	\$358,300	\$358,500
<b>Contractual</b>	\$415,000	\$345,000	\$347,000
<b>Indirect Costs</b>	\$103,050	\$40,315	\$40,293
<b>TOTALS</b>	\$4,041,950	\$3,998,615	\$3,959,293

Table 10 lists the costs requested through MSAP funding. Once the programs are established, the cost to maintain them will be significantly less and can be managed by GISD. The district is committed to cover the costs of maintaining the programs.

**(d) The difficulty of effectively carrying out the approved plan and project for which assistance is sought, including consideration of the design of the magnet schools project**

GISD has an ambitious plan to coordinate three initiatives: district-wide “Schools of Choice” program, effective, evidence-based Bilingual Education/English as a Second Language (BE-ESL) program and six new magnet programs. The scope is appropriate to the need for innovative programs to promote diversity and increase choices by encouraging parents to become active participants in school choice. The scope also exceeds the financial resources of GISD and cannot be implemented without additional funding.

This project is essentially a new start-up for secondary magnet programs. GISD was very successful in launching four new and revising one magnet program in 2010 (APEX) laying the foundation for expanded opportunities now at the secondary level – APEX2. Themes are deeply rooted in this cohort of exciting magnets but a void currently exists for students who exit these exceptional programs. The interest is there; the resources are not.

The district’s curriculum team has provided limited program support for magnet programs. School-based personnel and teachers have been involved in the planning process and design of the new magnet programs. Community members and parents have also contributed to the identification of themes and the selection of campuses. Each proposed magnet school is planning to move toward the selected themes as part of the Schools of Choice implementation.

These measures have created enthusiasm for implementation, but they do not provide the resources necessary for implementation with fidelity to the model.

The simultaneous transformation of three campuses requires a coordinated and district-level team of specialized staff as well as teams at each campus. The specialized, thematic curriculum selected by each program does not exist. Each campus needs adequate time and support to develop a thematic, standards-aligned curriculum and integrate it with the core curriculum.

Each campus will require specialized staff, equipment, software and supplies aligned to curriculum enhancements. Teachers must be recruited and prepared to succeed in the theme-based magnet model of instruction. Experts are necessary to bring relevance and consistency to each campus theme. Campuses need strategies and staff support to reach out to the community to build partnerships and to engage parents in the active selection of a school that matches their children's needs and as volunteers to advance the goals and objectives of the magnet program. Each magnet program needs to create a unique approach that provides choice equitably for parents of ELL and non-ELL students.

**Priority 2 – New or Revised Magnet Schools Projects**

**The extent to which the applicant proposes to carry out new magnet schools projects or significantly revise existing magnet schools projects.**

GISD proposes six new magnet programs, two in middle schools - Scott Collegiate Academy, Weis Middle School – and four Smaller Learning Communities at Ball High School (9-12) creating a college and career mega-magnet center each with 450-500 students. Each magnet has already selected a theme as part of Schools of Choice.

- Weis Media Arts and Technology Preparatory Academy (5-6)

- Scott Collegiate Academy (5-8) focused on preparation for and completion of early college coursework
- The four SLCs, Ball High School include:
  - Ball Preparatory Academy for Biomedical Engineering & the Medical Professions
  - Ball Science, Technology, Engineering & Mathematics Academy
  - Ball Center for Media Arts & Digital Technology
  - Ball Center for Innovation & Entrepreneurship

Ball High School (9-12). Ball has been Academically Unacceptable three years, twice for mathematics and once for dropouts. Ball is also in School Improvement, Stage 1 mathematics. Within Ball High School is Ball Preparatory Academy for Science and Technology, a smaller Science, Technology, Engineering, Mathematics (STEM) learning community that was created to provide a choice option for students who were interested in STEM. Although not designated as a magnet program, the process for entry was much like that of the district's magnets. Admission is by lottery. Building on the success of Ball Prep, Ball High School stakeholders want to expand Ball Prep into two STEM magnets and create two additional magnets making Ball High School a mega-magnet center. Every student regardless of the magnet selected will graduate with a high school diploma and a minimum of 12 college hours or a career certificate.

Weis Media and Technology Preparatory Academy (5-6). Weis has been rated Academically Unacceptable for three years in reading, mathematics and science. Weis is in AYP Stage 2 in reading and mathematics. It was selected to become magnet as part of the Turnaround Strategy. Many students who attend Weis choose Central Media Arts Magnet Middle School because Weis is located in Central's building as part of the District's efforts to maximize the use

of its facilities. By creating a Media and Technology Preparatory Academy within Weis, students have the opportunity for a cohesive learning experience should they transition to Central.

Scott Collegiate Academy (5-8) began as a 6-8 middle school Early College High School with the intention of growing to grade 12. The school was restructured in 2011 because the District and Community College received severe budget cuts that prohibited both institutions' ability to support the students' tuition. Scott Collegiate Academy as an Early College High School received state academic ratings of Recognized and Exemplary. Student admission was by lottery. Scott Collegiate Academy will focus on college and career readiness. Students will leave the middle school and transition into one of the four Ball High School magnets as sophomores.

***Learning Pathways.*** With these new magnet programs, students who have been involved in the current magnet program will be able to continue in the same or related theme in middle school and high school, or change to a different theme. Likewise, with the SLCs, students may change SLCs at the end of 9<sup>th</sup> grade if they want to pursue a different theme.

***High-Quality Staff and Programs.*** Quality leaders and staff will be selected for each magnet program. Continuing, job-embedded professional development will support staff as they master the instructional strategies, develop theme-based curriculum and work to implement the theme with fidelity. The majority of professional development will be campus-based with occasional magnet-focused professional development at the district level.

More information on plans for each school is in Part C of this proposal – Project Design.

**Priority 3 – Selection of Students**

**The extent to which the applicant proposes to select students to attend magnet schools by methods such as lottery, rather than through academic examination**

GISD has implemented open-enrollment theme-based schools to attract students within the district as well as students from the community's private and charter schools. Parents may complete a district application ranking their school preferences. In making its decision about student placement, the Board of Trustees is committed to four guiding principles: (1) Equity of educational opportunities; (2) Student diversity; (3) Instructional improvement; (4) Optimal use of facilities. Families within the district have the opportunity to attend any school of their choice based on space availability.

***Equity of Educational Opportunities –Student Assignment: Elementary & Middle Schools.*** In 2010-2011, Galveston Independent School District adopted a Schools of Choice model with a 30-day choice period in which parents can choose the school where they would like their child to attend. There are no attendance zones for any school in the district. Parents are given the opportunity to make a 1st, 2nd, and 3rd school choice that the district makes every effort to honor. Denial of school choice occurs when there is overcrowding in the selected school.

Every effort will be made to attract students within our city who may have chosen schools outside of the district. One of the community's major employers is the University of Texas Medical Branch. Many of the employees live off the Island and their children attend schools off the Island. The district will recruit heavily from this population to attract students to our magnet programs, thereby, making our schools more diverse.

For the 2010-2011 school year, students who wanted to remain at their current campus were grandfathered. In subsequent years, for each grade level where the number of School Choice Applications received during the first consideration period exceeds the number of spaces available, determination of space availability shall be made based on the following order of

priority:

- a. Siblings of students currently enrolled will be given priority
- b. Those new applicants who are siblings of a student currently enrolled in a GISD school who also live at the same residence
- c. Children of school employees who reside within the district
- d. Children of school employees who reside outside of the district
- e. New student applicants who reside within the community and are not siblings of a currently enrolled student or the child of a school employee
- f. New student applicants who reside outside of the district

If the number of choice/open enrollment applicants exceeds the number of spaces available, the space availability determination shall be by lottery.

Applicants not assigned to a requested choice school will keep their current assignment and be placed on an ordered waiting list. Once admitted to any school through school choice, the student may remain at that school through the highest grade at the school, as long as the services the student needs are available at that the school.

Students will not lose their current seat assignment when seeking a different school **during the open enrollment period.** However, if a parent accepts the new seat assignment, the previous assignment is surrendered and may not be requested again unless there is still an available seat at the school.

*Equity of Educational Opportunities –Student Assignment for High Schools.* The current development of the four theme-based smaller learning communities (SLC) at Ball High School, GISD’s sole high school, necessitated expanding the assignment process to provide equitable choice of the four SLCs. Incoming freshmen and sophomore students at the high

school for 2013-2014 will rank order their choices 1st, 2nd, 3rd, and 4th among four theme-based programs. Of the incoming students, 125–135 freshmen will be selected to participate in a program of their choosing. The same process will occur for students entering their sophomore year for 2013-2014. Should more students express and interest than available seats, students will be selected through the lottery process.

## **Priority 4 – Promoting STEM Education**

### **Current GISD Programs Addressing this Priority**

Mathematics and science preparation have always been a focus in GISD at all grade levels. GISD vision and actions are aligned with the NSF 2011 Report – “Successful K-12 STEM Education. GISD goals for STEM education are the same as those described in the report:

1. Expand the number of students who ultimately pursue advanced degrees and careers in STEM fields and broaden the participation of women and minorities in those fields.
2. Expand the STEM-capable workforce and broaden the participation of women and minorities in that workforce.
3. Increase STEM literacy for all students, including those who do not pursue STEM-related careers or additional study in the STEM disciplines.

The District began early in the elementary and middle schools and created magnet schools to engage learners of all subgroups. As the research report emphasizes: “effective instruction capitalizes on students’ early interest and experiences, identifies and builds on what they know, and provides them with experiences to engage them in the practices of science and sustain their interest. GISD has worked over the last decade to establish what are considered to

be key elements to strong STEM education at all grade levels, and continues to build a strong foundation for all of these:

- A coherent set of standards and curriculum
- Teachers with high capacity to teach in their discipline
- A supportive system of assessment and accountability
- Adequate instructional time
- Equal access to high-quality STEM learning opportunities

GISD is also continuing to work to establish a school culture that supports strong STEM instruction as well as other content areas, including:

1. School leadership – of principals and teachers – is the driver for change
2. Professional capacity – the quality, beliefs and values, quality of PD, and the capacity to work together
3. Parent – community ties that involve active outreach, engagement to support their children’s academic success, and strengthen connections to other local institutions
4. Student-centered learning climate – safe, welcoming, stimulating and nurturing and focused on learning for all students.
5. Instructional guidance – focused on the organization of the curriculum, the nature of academic demand or challenges and the tools teachers have to advance learning.

As GISD is working toward these goals, key elements, and school culture factors in its elementary and some middle schools through its current magnet grant and other funding. It has begun the work in its other middle schools and the high school; it has a strong foundation for its work to meet its STEM goals in the new middle and high school magnet schools.

At the close of the 2007-2008 school year, Ball High School was rated *Academically Unacceptable* by the State because of mathematics performance. In its efforts to improve performance, the District supported the school with intensive professional development along with curriculum and assessment alignment. As with many schools, engaging students in math and science in a meaningful way was challenging so the District aggressively sought options to enhance instructional practice.

In 2008-2009, GISD was awarded a Texas grant to establish a TSTEM Academy. The purpose of the grant was to provide start-up funds to increase student achievement by engaging and exposing students to innovative science and math instruction while simultaneously acting as a demonstration site to inform math and science teaching and learning throughout the state of Texas. Every academy receiving the funding agreed to meet the goals establish which were to: (1) align high school, postsecondary education, and economic development activities across the areas of STEM and the broader high school curriculum; (2) establish TSTEM academies in areas of high need across the state that will produce Texas high school graduates from diverse backgrounds with the preparation to pursue careers in STEM related fields; and (3) establish a statewide best practices network for STEM education to promote broad dissemination and adoption of promising practices from the initiative and to improve math and science performance for students across Texas.

The District created Ball Preparatory Academy for Science and Technology, a school within a school at Ball High School five years ago and referred to as **Ball Prep**. It is an open enrollment school with lotteries for admission. The school began with 100 incoming freshmen and grew one grade level at a time until it expanded to 366 students in grades 9-12, which is approximately 1/5 of the comprehensive high school's population. The focus of the Academy is

Biomedical Sciences, Engineering and Environmental Science. The Academy demographics include a diverse population with students of low income families, affluent families who transition their children from private school into the public school, first generation college-goers, all racial groups and students with disabilities. The students’ academic performance as measured by Texas Assessment of Knowledge and Skills (TAKS) met or exceeded State Performance. In addition the number of students who performed at the State’s Commended level met or exceeded the State. The inaugural class of 2008 received their diplomas May 2012 earning the Academy the reputation of having graduated 100% of their students with 100% of them transitioning to college or the military. An unforeseen outcome of the Galveston STEM experience was the professional growth of the teaching staff. Two of the teachers (females) earned master’s degrees – one in science and another in mathematics and a third teacher (male) was accepted into medical school.

High percentages of students at Ball Prep have met standards and scored at the “commended” level over the three years of testing (2009, 2010 and 2011) based on TAKS Assessments. Rates for Meeting Standards and for Scoring Commended ranged as follows over the three years of testing:

**Table 11. Ball Prep Student Outcomes: 2009-2011 Range**

<b>Subject Area</b>	<b>Met Standard</b>	<b>% of Passers Scoring Commended</b>
Math	89% to 98.5% passed	33% to 51% of Passers scored Commended
ELA/Reading	99% to 100% passed	28% to 36% of Passers scored Commended
Science	87% to 97% passed	27% to 47% of Passers scored Commended
Social Studies	99% to 100% passed	53% to 77% of Passers scored Commended

**(a) How this Magnet Project provides students with increased access to rigorous and engaging coursework in STEM**

Because the District has experienced success with Ball Prep, leaders in the medical sector of Galveston have asked the District to expand the current Ball Prep Academy as a magnet school that will focus on Biomedical Sciences and Medical Careers. This is in anticipation of an increased need for doctors and other health care professionals for 2016. In addition, the District will create a second STEM magnet as part of Ball High School's transformation to continue its focus on Science, Technology, Engineering, and Mathematics to increase the participation of students who are preparing for careers in STEM related fields. Feedback from a February survey administered to eighth and ninth grade parents and students reinforced the need to expand the existing STEM Academy because of the interests in the career paths in Galveston County, which include the medical, shipping, tourism, and financial industries.

The District understands the need to increase STEM literacy for all students. Of the twelve schools within the District, three elementary and two middle school magnets have science and technology as part of their themes. The successful implementation of the current STEM Academy within the comprehensive high school supports the need to transform the entire school and replicate the best practices, thus, the request for the MSAP funding.

MSAP will provide expanding opportunities for students in low-performing schools to attend higher performing schools by developing excellent, academic programs and providing students with opportunities for high academic achievement. The creation of additional STEM Academies at Ball will help in the transformation the comprehensive high school. MSAP will facilitate innovative educational methods and practices that appeal to more diverse population of

students and a recruiting program that empowers parents to make choices among a set of truly unique educational experiences.

District leadership conducted a series of focus groups with a cross-section of the community to capture the vision of stakeholders for transforming Ball High School. The participants included local businessmen, representatives from the medical community (University of Texas Medical Branch), Galveston College, Texas A & M at Galveston, students, parents and teachers. As a result of the participants' input, two STEM options were developed.

See additional curriculum and other information in Program Design in Part C.

**(b) How this Magnet Project increases the opportunities for high-quality preparation of, or professional development for, teachers or other educators of STEM subjects**

In addition to using a performance based compensation system, related to a value-added teacher and appraisal system to attract and retain highly qualified teachers, GISD uses research-based PD, using these principles: focus on developing teachers' capabilities and knowledge to teach content within their magnet themes; provide opportunities for teachers to collaborate and address their classroom work; provide job-embedded opportunities for PD; and, provide multiple and sustained opportunities for teacher learning over a substantial time interval.

GISD also uses five strategies for high quality PD for teachers, all connected to the appraisal system. This grant will support these five strategies to strengthen the PD in all STEM areas:

- 1) District-led PD for areas of common need at the district level;
- 2) Site-led PD for areas of common need at the site level;
- 3) PLCs established at each site to support school improvement;
- 4) Observation and coaching; and,
- 5) Online, blended and face-to-face coursework, institutes and conferences to meet individual needs.

*Through the GISD PD provider:* teachers may enroll in coursework in Science

Education, Mathematics Education, 21st Century Learning, Curriculum, Instruction, & Assessment. Teachers will also have the opportunity through this project to attend these and other valuable STEM PD opportunities.

*National Council Teacher of Mathematics Interactive Institutes:* NCTM's Interactive Institutes offer activities and tactics to assist math teachers in transforming their classrooms into environments where students will better learn to examine, interpret, and think critically about math concepts. Teachers participate in face-to-face activities and network with peers from across the country, and take home strategies that will help provide students with the tools they need to apply math in meaningful ways. Teachers select a strand for the grade or content area that they would like to focus on for an experience tailored to their needs. Teachers can also reinforce, expand, and apply what they learn by participating in optional extended online professional development during the school year.

*The Conference for the Advancement of Mathematics Teaching (CAMT):* CAMT is an annual Texas conference for K-12 mathematics teachers. The Texas Council of Teachers of Mathematics, the Texas Association of Supervisors of Mathematics, and the Texas Section of the Mathematical Association of America sponsor the conference jointly.

*Texas Career Education Conference:* Texas Career Education Conference supports architecture, manufacturing and STEM teachers. The conference offers educational sessions on a myriad of topics, presented by experienced colleagues and industry professionals.

*Texas Computer Education Association:* TCEA is an organization devoted to the use of technology in education. The primary focus is on integrating technology into the PreK-12 environment and providing our educators with state-of-the-art information through conferences,

workshops, newsletters, the Internet, and collaborations with higher education and business. Teachers will participate in annual conferences.

*The National Association of Science Learning Center* is an e-professional development portal to help teachers address classroom needs. Teachers can gain access to more than 10,500 different resources that cater to individual learning preferences. Over 3,600 resources, such as journal articles, science objects, podcasts and web seminars are available for free. Other resources include SciPacks, SciGuides, and Short Courses. A suite of practical tools including *My Library, My PD Record, My Professional Development Plan and Portfolio, My Calendar, My Notepad, and My PD Indexer* are available to help teachers organize, personalize, and document growth over time.

*International Society for Technology Education (ISTE)* supports educators and education leaders engaged in improving learning and teaching by advancing the effective use of technology in PK–12 and teacher education. Teachers will attend conferences to gain additional knowledge.

**Part A – Plan of Operations**

**Quality of the Plan of Operation for the Project**

May 2009, the Galveston ISD officially achieved Unitary Status after being under court order since 1961. The GISD School Board supported a voluntary desegregation plan to guide the implementation and administration of each school’s magnet program as well as the district level implementation and support. The design is based on a review of relevant research, visits to exemplary programs, surveys to students and parents, input from community stakeholders, assistance from experts, and campus planning teams. The plan accounts for the mission, goals and plans of the district and the campuses. It is grounded in the diversity and educational quality components of the GISD voluntary desegregation plan:

1. The school district shall maintain educational and financial equity among all schools in the district by providing substantially uniform educational resources to all schools in the district regardless of the location of the school, the demographic composition of the school, or the type of education program provided. The school district shall actively seek and obtain all types of additional intervention and compensatory resources for all eligible students and schools.
2. The school district shall: a) make provisions for professional development, which prepares all staff to work successfully with all students regardless of racial, ethnic, socio-economic, parental education and cultural backgrounds; b) promote and encourage the use of effective and innovative instructional strategies in classrooms throughout the district; and c) actively continue to seek more teachers, counselors and administrators from diverse backgrounds, including members of racial and ethnic minority groups.
3. Schools shall work cooperatively with all campuses to ensure that the enrollment of each school is making satisfactory progress toward achieving diversity.
4. Program capacity shall continue to be established for each school based on factors such as: size of facility, size of student population, program placement, class-size guidelines, workstations, and facility utilization.
5. The school district shall continue to implement a funding formula through which schools shall receive per-pupil funding for enrollment that is within the agreed-upon designated program capacity formula.

<b>Effectiveness of Management Plan to Ensure Proper and Efficient Project Administration</b>
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A team consisting of the Assistant Superintendent, the District Director of Instructional Resources and Special Initiatives and the District Magnet Coordinator shall be responsible for

the management of the plan. The District Magnet Coordinator will work closely with the Campus Magnet Coordinators to ensure that the campuses implement the school's plan with fidelity. The Magnet Team will meet weekly to address issues related to magnet schools. The following steps will be taken as related to the Management Plan:

1. The superintendent or designee shall monitor implementation of the Student Assignment Plan and shall make periodic reports to the Board regarding implementation of the Plan.
2. The school district shall continue to use the centralized application process for students who are interested in magnet schools, magnet programs, or optional programs. The school district shall monitor and provide final approval for assignment of students to magnet schools, magnet programs, and optional programs. Magnet schools, magnet programs, and optional programs shall be monitored for quality and recruitment strategies that facilitate the provisions of the Student Assignment Plan.
3. The school district shall implement a consistent process for informing parents about the Student Assignment Plan and available choices. Schools shall have the major responsibility for providing information to parents and the Support Center shall provide support to parents in the selection/assignment process.
4. Any school that does not make satisfactory progress toward achieving diversity shall develop a plan and process, with district support, to work toward compliance in a timely manner.
5. The superintendent shall be authorized to take all actions necessary to implement these recommendations.

Each Campus has a Magnet Planning Team that meets monthly to develop magnet plans, which consists of principal, campus curriculum specialists, teachers and parents. Each campus

has also discussed magnet plans with their Campus Improvement Teams. The Campus Improvement Teams (CIT) meet quarterly and each campus magnet team will provide quarterly reports to the CIT.

The District has a District Magnet Task Force, which meets quarterly to review magnet plans and status. This task force is comprised of key district curriculum department staff members, principals from all magnet campuses, IHE representatives, industry representatives, parents and community members. All Campus Magnet teams will provide quarterly reports to the District Magnet Task Force. The District Magnet Task Force will report quarterly to the Board of Trustees Curriculum Committee and annually to the Board of Trustees. Additionally, the District Magnet Task Force will report two times a year to the District Educational Council.

IHE partners serve on the District Magnet Task Force: Galveston College, University of Texas Medical Branch, Texas A&M University at Galveston, University of Texas-Dana Center.

**Table 12. GISD Magnet Management Plan**

PD=Project Director; PC=Project Coordinator; Pr.=Principals; MC=Magnet Coordinators; PL=Parent Liaisons; DS=District Staff; Eval=Evaluator (also see Part E: Evaluation)		
<b>Rapid Start-Up - Management Activities</b>	<b>Responsibility</b>	<b>Timeline</b>
Reconvene District Magnet Advisory Team to plan for magnet launch.	PD	Yr 1 - May
Finalize job descriptions for selection of district level and school positions.	PD/DS	Year 1 May 2013
Order specialized materials and equipment.	PD/Pr.	Yr 1 - June
Convene Partnership Implementation Meetings at each Magnet.	PD	Year 1

		June/July
Post and hire MSAP-funded positions.	PD/DS	Year 1 June/July
Reorganize schools (reassign classrooms) to support magnet programs with 4 SLCs at Ball HS.	PD/Pr.	Year 1 June/July
<b>Goal A: Create New Magnets - Management Activities</b>	<b>Responsibility</b>	<b>Timeline</b>
Develop Year 1 magnet Curriculum (Grades 5-6 @ Weis & Scott – Grades 9-10 @ Ball).	PD/DS	Year 1 June/July
Develop Year 2 magnet Curriculum (Grades 7 @ Scott – Grade 11 @ Ball).	PD/DS	Year 1 Q3

Develop Year 3 magnet Curriculum (Grades 8 @ Scott – Grade 12 @ Ball).	PD/DS	Year 2 Q3
Develop Year 1 PD Plan for Project and each Magnet Program.	PD/DS/Pr.	Year 1 Q1 Annually
Organize regular information/planning meetings for district, principals and community partners.	PD/PC Pr./DS/Eval	Year 1 Q1 Annually
Conduct weeklong orientation/planning institutes for all staff at new Magnet schools.	PD/DS/Pr.	Yr 1 Aug.
Conduct a <i>Magnet Grand Opening</i> media blitz.	PD/DS	Yr 1 Aug.
Conduct Parent Orientation Sessions at each Magnet.	PD/Pr./MC/PL	Yr 1 Aug.

Launch the Magnets!	All	Yr 1 Aug.
Conduct Student Orientation Sessions at all Magnets	All	Year 1 Q1 Annually
Develop Outreach & Recruitment Plans at all Magnets.	All	Year 1 Q2
Provide capacity-building PD for schools on theme-specific curricula and increased rigor in all content areas.	PC	Years 1-3 Annually
Provide coaching/mentoring to teachers on theme-specific curricula and core content areas.	PC	Years 1-3 Annually

<b>Goal B: <i>Improve Student Outcomes</i> - Management Activities</b>	<b>Responsibility</b>	<b>Timeline</b>
Provide capacity-building PD for schools on parental engagement, ELL programs, diversity, Special Education.	PD/PC/PL	Years 1-3 Annually
Develop Community Partnerships to provide support services for students and their families.	All	Year 1 Q1
Establish/expand academic support programs for students.	All	Year 1 Q1
Establish/expand mentoring and tutoring programs for students.	All	Year 1 Q1
Implement RTI with appropriate interventions.	Pr./PC	Year 1 Q1
Develop data collection instruments and data schedule.	PD/PC/Eval	Year 1 Q1
Twice yearly provide evaluation orientation to all school staff.	Eval	Year 1 Q1

<b>Goal B: <i>Improve Student Outcomes</i> - Management Activities</b>	<b>Responsibility</b>	<b>Timeline</b>
Analyze data, submit required APR and evaluation reports to USDE; Share findings with district/school sites, and nationally.	PD/Eval	Years 1-3 Ongoing
<b>Goal C: <i>Create Equity Collaborative</i> -Management Activities</b>	<b>Responsibility</b>	<b>Timeline</b>
Meet with principals/coordinators to explain program requirements, responsibilities, goals and design, & evaluation.	PD/PC/Eval	Year 1 Q1 Annually
Convene project staff and LEA leaders for quarterly meetings to ensure program fidelity, communication, coordination.	PD/PC	Year 1 Q1 Quarterly
Provide assistance to low performing schools on engaging parents to build capacity of school sites.	PD/PC/PL	Y1-5 Ongoing
Establish parent recruitment plan for each school site and work with district/site liaisons to implement plan.	PC/PL	Years 1-5 Ongoing

Twice each year, conduct parent orientation meetings for all school sites to introduce magnet program to parents.	PL	Years 1-5
Document parental engagement through use of sign-in sheets, teacher logs, and surveys.	PL/Eval	Y1-3 Ongoing
Outreach to CBOs in to build and formalize partnerships to support Magnets.	PD/PC/MC/PL	8/2013, Ongoing
Develop a Magnet Sustainability Plan to continue the program beyond federal funding.	PD/PC/MC/PL	Y2 Q3 Ongoing

### Effectiveness of Plan to Attain Specific Outcomes

The following goals, objectives and performance measures have been designed so that this project accomplishes the purposes of the program; so that they are attainable within the project period; are measurable and quantifiable; and, can be used to determine the project's progress in meeting its intended outcomes.

**Goal A. *Create New Magnet Programs.*** Create six new MSAP magnet programs at three schools that will be sustained by the district by the end of the grant period, to:

- reduce, eliminate, or prevent minority group isolation
- increase interaction between subgroups
- increase rigorous STEM and other coursework

**Objective A1: *Establish Six New MSAP Magnet Programs.*** By the end of Year 1, create new MSAP magnet programs that will be sustained by the district at the end of Year 3:

- a. Create two new magnet school programs at the middle school level -
  - at Weis Middle School (grades 5 & 6) leading into the magnet program

- previously established and sustained at Central Middle School (grades 7 & 8)
- at Scott Collegiate Academy (grades 5-8)
- b. Create four new magnet programs in the four smaller learning communities at Ball High School (grades 9-12)
- c. Use equitable methods of enrollment for each magnet program (not through academic examination)
- d. GPRA (a) - Increase the percentage of magnet schools whose student applicant pool and enrollment reduces, eliminates, or prevents minority group isolation.
- e. Include students in the following grade spans in the project each year.

**Table 13. Grade Level Participation in New Magnet Programs by Funding Year**

<b>Grades in New Magnet Programs by Ramp-Up Development</b>	<b>Yr 1 Target</b>	<b>Yr 2 Target</b>	<b>Yr 3 Target</b>
<b>Scott Collegiate - Grades 5-8</b>	Grades 5-6	Grades 5-7	Grades 5-8
<b>Weis Middle - Grades 5-6</b>	Grades 5-6	Grades 5-6	Grades 5-6
<b>Ball Mega-Magnet HS Grades 9-12</b>	Grades 9-10	Grades 9-11	Grades 9-12

**Objective A2: Increase Representation and Interaction at the Magnet Schools.** In each of the six new magnet programs:

- a. By Year 3, each student subgroup will mirror the district’s demographics
- b. By Year 3, three times as many classrooms interactions across subgroups will be observed compared to Year 1
- c. By Year 3, three times as many multi-racial student informal social groupings will be observed compared to Year 1

**Objective A3: Increase Rigorous, Engaging and Advanced STEM and Other Coursework.**

By the end of Year 2 and 3, there will be a 10% increase above the previous year of MGI and underrepresented students:

- a. Completing rigorous and engaging STEM courses with a final grade average of 80% or above
- b. Completing Other rigorous and engaging courses with an “80” or above
- c. Completing Pre-Advanced and Advanced Placement STEM coursework with an “80” or above
- d. Completing Other Pre-Advanced and Advanced Placement coursework with an “80” or above
- e. Co-enrolled for college credit
- f. Completing certifications in STEM-related programs

**Objective A4: *Ensure High Quality Teachers and Administrators in the Magnet***

**Programs.** By the end of Year 3, provide necessary professional development so that:

- a. There will be a distribution of highly qualified teachers and administrators representative of all district middle and high school teachers in the magnet programs (based on effectiveness rating in the newly established teacher and principal appraisal systems and years of experience as teacher or administrator)
- b. All teachers and administrators at the magnet schools will be rated effective (based on the appraisal system) in areas related to effective instruction of English Language Learners, special needs students, and students from low socio-economic
- c. All STEM teachers will be rated effective in areas related to their content area
- d. There will be four cadres of STEM leaders, including the theme coaches who have increased their understanding of their theme area to support teaching and learning

**Goal B: *Improve Student Services to Increase Outcomes.*** Improve instructional and other services for MGI and underrepresented students to increase outcomes.

**Objective B1: *Use Research-Based Strategies to Improve Student Learning.*** In Years 2 and 3, increase 10% above the previous year the percentage of teachers implementing research-based and/or evaluated practices to:

- a. Increase content knowledge
- b. Infuse technology and blended learning into teaching and learning
- c. Personalize instruction for students 10% above the previous year

**Objective B2: *Accelerate College/Career Readiness Preparation.*** By June 2016, increase the percent of students compared to Year 1, who:

- a. Enter Ball SLCs with enough high school credits to be considered a Sophomore
- b. Have completed at least one online course with a passing grade
- c. Have completed an internship in local businesses
- d. Have completed a service learning opportunity in the community
- e. Have credit for twelve or more college hours
- f. Have a professional certification

**Objective B3: *Improve Magnet Student Support Services.*** Provide the following critical support to the MGI and underrepresented students - Mentoring, AVID, Counseling, Bridge Camps, and after school programs; and show the following:

- a. Years 2 and 3 will show a 5% increase above the previous year in the number of MGI and underrepresented students receiving services
- b. Years 2 and 3 will show a 5% increase above the previous year of students indicating on a survey that the programs were helpful to them

- c. In Year 3 students will report an increase in the types of outcomes and impact of each of the programs (changes in knowledge, skills, dispositions, personal changes) on a survey and/or in focus groups

**Objective B4: *Improve Outcomes of MGI Students.*** In Years 2 and 3 of the project, improve the outcomes for all MGI groups of students compared to the previous year:

- a. Attendance - increase by 1% each year
- b. Suspension - decrease by 3% each year
- c. Drop out rate - decrease by 5% percentage points per year
- d. Graduation rate – increase by 5% percentage points per year
- e. ACT/SAT – increase # taking test and scoring at least state average
- f. AP Exams -- increase passing rate by 15% percentage points per year
- g. ReadStep– increase passing rate by 15% percentage points per year
- h. Explore - increase passing rate by 15% percentage points per year
- i. Texas English Language Proficiency Assessment System (TELPAS) – increase by 25% the students who achieve Advanced High English Language Proficiency
- j. **GPRA (b)** - Increase the percentage of magnet schools whose students from major racial and ethnic groups meet or exceed State annual progress standards in reading/language arts
- k. **GPRA (c)** – Increase the percentage of magnet schools whose students from major racial and ethnic groups meet or exceed State annual progress standards in mathematics.
- l. State STAAR test data from 2015-16 will show no appreciable achievement gaps between groups – as shown by no more than a 10% difference in students scoring

Proficient or Above Proficient between ESEA sub-groups:

- On the state reading/language assessments
- On the state mathematics assessments
- On the state science assessments

**Objective B5: GPRA (d)** Determine the cost per student in each magnet school/program.

**Goal C: *Create a Collaborative Culture for Equity and Excellence.*** Develop a collaborative and data-driven culture of excellence between the district, schools, parents, district and site advisory committees, community agencies, evaluators, technical assistance providers and virtual partners to create, sustain and renew magnet schools, which:

- o Increase integration and interaction, decreasing isolation between race/ethnic groups
- o Increase equitable opportunities and outcomes for all students
- o Support a rich STEM focus
- o Increase critical personal and academic knowledge, skills and dispositions to be productive citizens for MGI and underrepresented students
- o Increase college and career readiness for MGI students and underrepresented students
- o Are sustained and meet State standards for at least 3 years after Federal funding ends

**Objective C1: *Communities of Learners.*** By the end of Year 3 all teachers will be involved in professional groups, including Professional Learning Communities (PLCs), to work together to implement and improve their schools (through such things as: data use, development of strategies to increase racial integration, theme and curriculum align and articulate curriculum within and across schools) and

- a. at least 80% indicate the positive values of PLCs
- b. at least 80% indicate positive outcomes from PLCs.

**Objective C2: *Parent Engagement.*** By the end of Year 3, each school will use the System and Process Components (*Family Engagement Capacity Building Framework – Draft, Mapp 2012*) to assist them in planning their parent engagement program to:

- a. Increase parent engagement by 100% compared to the baseline year (2013-14)
- b. Increase parent involvement in the six Epstein parent involvement levels
- c. Increase involvement of parents of MGI and underrepresented students

**Objective C3: *Community Partnerships.*** By the end of Year 3, each new magnet program will have built five community partnerships to assist them in creating, maintaining, and sustaining their thematic program, as measured by the Collaborative Partnership Survey for partners and school leadership teams, and by documentation of partner contributions and collaboration with each magnet program.

**Objective C4: *Virtual Partnerships and Resources.*** During each year of the grant, all magnet programs will increase the number of virtual partnerships, and the virtual resources, that are integrated into the operation of the magnet programs.

**Effectiveness of Plan to Utilize Its Resources and Personnel to Achieve Project Objectives**

Effective use of resources for the district magnet program is based on several factors. The most important factor is driven by student achievement data. The plan includes a strong alignment between student academic data and researched based curriculum resources selected to help the magnet school accomplish its theme. Technology resources are aligned with 21<sup>st</sup> Century learning skills as well as student curriculum needs based on the magnet’s focus. Academic and technology resources are both supported with related professional development.

The Assistant Superintendent for Curriculum and Instruction, the Director for Instructional Resources and the District Magnet Coordinator monitor the implementation plan and manage the fiscal and material resources need to achieve the MSAP goals. The leadership team, comprised of the three listed above, the Campus Magnet Coordinators, the RTI Specialist and the Bilingual Specialist meet weekly to review the plan and make necessary adjustments to ensure that the schools are meeting their goals. The District Magnet Coordinator works closely with other district administrators to facilitate the coordination of other services that the campuses need.

The external evaluators visit the campuses monthly to observe the progress that is being made toward achieving the goals. The evaluators provide feedback to the Campus Magnet Coordinators and the principals so that they can make adjustments if necessary.

### **Ensuring Equal Access and Treatment for Eligible Project Participants**

The Galveston Independent School District does not discriminate against any individual because of race, color, religion, sex, national origin, disability, military status, or on any other basis prohibited by law. Students are encouraged to participate in courses that are of interest to them. Advanced Placement courses are open enrollment courses. Underrepresented groups are provided additional support through Bridge Camps, AVID (Advancement via Determination), mentoring/tutoring programs to gain knowledge and confidence to participate in more rigorous course work.

The student application process will ensure equal access for students to attend their school of choice, regardless of race, color, religion, national origin, gender, age, or disability. GISD will provide a 30-day choice period in which parents can choose the school they prefer for their child to attend. There are no attendance zones for any school in the district. No magnet

school will have entrance criteria. Parents will be given the opportunity to make a 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> school choice. The district will make every effort to honor the parents' choices. Denial of school choice may occur when there is overcrowding in the selected school or program.

Every effort will be made to attract students who may have chosen private schools, charter schools and schools outside of the district as well as children of people who work on the Island but live off the Island. The district will recruit heavily from this population to attract students to our magnet programs, thereby, making our schools more diverse.

The Selection of Students process based on priorities and lottery for available spaces was detailed above in the Priority 3 section (Selection of Students). Applicants not assigned to a requested choice school will keep their current assignment and be placed on an ordered waiting list. Once admitted to any school through school choice, the student may remain at that school through the highest grade at the school, as long as the services the student needs are available at that the school.

A separate assignment process will be used for students who: a) Enter the district during the school year; b) Have been dismissed from a campus or program; c) Were assigned to a school using false information; d) Are assigned to a different school pursuant to Board policy. GISD's strategies to ensure equal treatment of students regardless of race, color, religion, national origin, gender, age, or disability are based on a study of successful implementations of equitable practices for a diverse student body, including ELL students, enabling students to succeed academically.

Consistent implementation of a coherent, district-wide BE-ESL plan will provide ELL students with equal access to all campuses. At the middle and high school levels, the BE-ESL will include students from different language and cultural backgrounds and levels of need

ranging from non-English speakers to proficient speakers who need assistance with speaking, listening, reading and writing skills. Students will receive individual and small group help in all English language skills, including listening, speaking, reading and writing.

### **Effectiveness of Student Recruitment Plan**

Galveston ISD is aggressive in its recruitment. Because Galveston is a full choice district, parents must apply to all schools. Letters are mailed to the homes of students during the Winter Break to announce the application deadlines for the upcoming school year. The application process is centralized and handled through the Curriculum and Instruction Office. All applications are turned in at the Support Center. GISD provides a 30-day choice period. The District has no attendance zones for any school in the district.

The recruitment is launched with a media blitz. The District's Communication Officer posts information on the District's website, the District's television channel, and through area newspapers. A special "Schools of Choice" insert that describes every option to parents with detailed descriptions of each school's area of focus is distributed as part of the Sunday paper, which is a county newspaper. A banner is placed across the major thoroughfare upon entering Galveston announcing the application process has opened and lists a telephone number to call for more information. The District has also invested in signage for each campus that identifies the school as a great place to be. The school's theme is part of its marquee.

Each school level (elementary, middle and high) is assigned a three-day window of time to host an open house so that families may have the opportunity for tours and receive additional information. All magnet schools have copies of their demographics and know specifically which group they need to target. One of the community's major employers is the University of Texas Medical Branch. Many of the employees live off the Island and their children attend schools off

the Island. The district recruits heavily from this population to attract students, thereby, making the schools more diverse. The District also recruits students in the community's private schools,

At the District level, some zip codes receive additional promotional materials along with invitations to visit a campus that may be underrepresented by that demographic. Parent liaisons visit community centers, apartment complexes, ballparks, churches, and community events to get the word out to underrepresented groups. The Communications Officer coordinates tours for the Realty Association and for members of the Chamber of Commerce so that those representatives are knowledgeable and can articulate the themes of the schools. The District Magnet Coordinator attends community meetings such as Rotary, the NAACP, LULAC to name a few to share information about the school offerings, the application process, and deadlines.

The advantage that Galveston has during the recruiting process is its size. The district's PreK-12 population is approximately 6700 students. Every elementary school is a magnet. Families enter the magnet system as early as Kindergarten. As the children rise from one grade to the next, most know the process for entry to a school and have some familiarity with the campuses. Heavy recruitment occurs for the transition grades – students moving from 4<sup>th</sup> grade to 5<sup>th</sup> because middle schools are 5-8, and students leaving 8<sup>th</sup> grade transitioning to high school. Siblings of students currently enrolled are given priority.

The District will hold two open enrollment periods. The first is a 30-day period mid-January to mid-February. The second open enrollment period is the end of July to the end of August. If the number of choice/open enrollment applicants exceeds the number of spaces available, the space availability shall be by lottery during each of the two enrollment periods. The District will use a separate assignment process for students who enter after the second enrollment period.

## Part B – Quality of Personnel

### High Quality of Personnel in the GISD Magnet Program

GISD's project personnel have two major goals: first, implement the project as designed with fidelity; and second, to build capacity in teachers so that teachers are prepared to coach their peers and implement the 'continuous improvement model' through Professional Learning Communities after the grant ends. Thus, the project personnel will be hired for a period of three years only, with full disclosure that their success translates into district teachers no longer requiring their coaching assistance. Likewise, the family engagement specialists (Parent Liaisons) have the goal of implementing detailed parent education programs and parent involvement programs so that a network of parents is built that will be capable and committed to continuous and collaborative sharing of building children's academic success with all Galveston parents.

### Project Director

*Project Director - Dr. Annette Scott*, Assistant Superintendent for Curriculum and Instruction, (district funded) will serve as the project director for MSAP. Her background and experience make her qualified to manage the project. Dr. Scott has 31 years of administrative experience and is a former magnet school principal. Her school experience spans pre-K through the collegiate level. She has an extensive background in gifted education, at risk populations, and curriculum management.

She has demonstrated her commitment to equity, excellence, and diversity through the formation of a District Equity Task Force focused on improving educational opportunities for all students, specifically underserved students. She, at the request of the Board of Trustees, established a District Magnet Task Force focused on creating innovative, instructional programs

and experiences that will lead to increased achievement for all students. Dr. Scott worked with the team that assisted Galveston Independent School District in achieving Unitary Status.

Her passion for magnets and schools of choice led her to accept leadership positions in Magnet Schools of America and Magnet Schools of Texas. She has been working with the Superintendent the last six years for GISD to become a School Choice district. Because she works closely with all schools, responsibility for MSAP would be an integral part of her job.

### **Other Key Personnel**

***Magnet Principals.*** Every one of the four magnet school principals has participated in a minimum of one National Conference specific to the creation and implementation of magnet schools. They all have an established Campus Magnet Task Force that has been engaged in the planning process. All four principals have the appropriate certifications, are passionate about their selected magnet themes and are district funded. Two of the four principals have been administrators in a magnet school.

Joseph Pillar, (district funded) principal of Ball High School (9-12), has 18 years experience in education and two years experience as a campus leader. Mr. Pillar had been the GISD Director of Staff Development and Instruction following a year as the Dean of Instruction and Testing Coordinator Ball High. He also had nine years administrative experience with a focus on the Math Department at Angleton High School and had taught mathematics for five years at Brazosport College.

Marsha Ricks, Ph.D., (district funded) principal of Ball Preparatory TSTEM Academy at Ball High School (9-12), has 22 years experience in education and five years experience as principal. She has been the instructional leader of Ball Prep since its inception in 2009. Dr. Ricks brings 12 years of experience as Director of Science Education Programs at University of

Texas Medical Branch (UTMB) and 3 years as K-12 Science/Math Observer at Texas State University. Dr. Ricks has made numerous research presentations in addition to her dissertation study, *A Study of the Impact of an Informal Science Education Program on Middle School Students' Science Knowledge, Science Attitude, STEM High School and College Course Sections, and Career Decisions.*

Debra Owens, (district funded) principal of Scott Collegiate Academy (5-8), has 27 years experience in education, 11 of them in administration, and four years experience as a campus leader. Ms. Owens has had experience in magnet programs as the Assistant Principal at Austin Middle School, a district-funded STEM program, and at Morgan Elementary, an MSAP-funded program. Her Bachelors degree in Mathematics and her Master degree in Science Education Management provides a strong foundation for leading a strong academic program.

Annette Dailey, (district funded) principal of Weis Media Arts and Technology Preparatory Academy (5-6), has 12 years experience as a campus leader. Weis was recently relocated to the campus of Central Middle School Media Arts Academy (7-8) that is also under Mrs. Dailey's leadership. Prior to this, Mrs. Dailey worked to revitalize the existing Morgan Elementary Magnet and added Robotics to the campus. Under Mrs. Dailey's leadership, the campus received a state rating of "Recognized." In 2010, Mrs. Dailey launched the new Central Middle School Media Arts Academy in a facility fully renovated following the devastation of Hurricane Ike. Students have had their work featured at Moody Gardens and throughout the city and in the district. Mrs. Dailey is noted for turning around failing schools.

***District Magnet Coordinator.*** The District will hire a Magnet Coordinator (MSAP funded) to facilitate the planning, developing and implementation of magnet program activities who will demonstrate capacity to plan, develop, and implement instructional program activities

and program activities. The district level coordinator should have a strong background in a STEM area with a proven track record for improving schools. The individual should also be strong in interdisciplinary curriculum development, data analysis and Response to Intervention implementation. The success of the APEX2 implementation is dependent upon the district coordinator's abilities to engage all stakeholders (community leaders, parents, teachers, principals and other district level administrators) to fulfill the goals and the objectives of the MSAP grant with improved student achievement being the highest priority.

***Campus Magnet Coordination.*** Each magnet will hire a director or coordinator to facilitate the planning, developing and implementation of magnet program activities and this project. Candidates will demonstrate capacity to plan, develop, and implement instructional program activities and program activities. Candidates for these positions will need to provide evidence of education, expertise, and experience in a specific theme area. At Ball High, a Director/Assistant Principal (district funded) in each theme area will facilitate this coordination.

- Director/Assistant Principal: Biomedical Engineering and Medical Professions
- Director/Assistant Principal: Science, Technology, Engineering, and Math
- Director/Assistant Principal: Media Arts and Digital Technology
- Director/Assistant Principal: Innovation and Entrepreneurship
- Magnet Campus Coordinators at Scott and Weis

***Campus Parent Liaisons.*** The district will hire campus parent liaisons, preferably bilingual, at each campus to coordinate parent involvement and community partnerships. These individuals will have experience in collaboration and community involvement in addition to being good communicators.

**Central Support for the Project (district funded).** The following district personnel will support magnet sites.

**Director of Instructional Resources and Special Initiatives.** Marcia Proctor will work closely with Magnet Coordinators to acquire the necessary instructional resources, to assist in marketing and outreach, in addition to providing fiscal oversight of all grant purchases. Mrs. Proctor is a certified Project Management Professional, as well as a certified educator with over 20 years of instructional and administrative experience at the District and Regional level. She has successful track record of managing and implementing over \$45 million in grants.

**BE/ESL District Coordinator.** Desirée Hartnett is a Galveston native and graduate. Having taught ESL classes for 24 years and ESL and Bilingual teacher preparation courses with the PACT (Partners in Alternative Certification Training) Program for the past 11 years, Ms. Hartnett is exceptionally equipped to prepare GISD staff to accommodate the growing ELL population.

**School Improvement Manager.** Susette Mahaffey coordinates district testing coordinator and supports campuses in implementing improvement practices. Mrs. Mahaffey co-chaired the district's reading/English language arts textbook adoption committee. She has completed both ELPS and sheltered instruction training in order to coach teachers as they plan services for ELL students and all students who need extra support.

**Career and Technical Education Coordinator.** Ellen Perry is responsible for the articulation of Career and Technical Education courses. She most recently coordinated efforts for the Ball High School to receive national certification with Project Lead the Way.

**Technology - Director of MIS and Instructional Technology Specialist.** John Mathis (Dir., MIS) and Mariana Mueller (IT Specialist, will review all technology purchases, ensuring

its interface with the District's network and to assist with the integration of technology into the curriculum.

Director of Finance and Grant Accountant. David Dworsky is responsible for managing the District's overall budget and coordinates with Sylvia Andrews and Megan Mallory to manage all grant financial records.

### **Teachers Providing Instruction in Participating Magnet Schools**

Teachers will be screened to assess their interests and talents in specific content and enrichment areas that will enhance curriculum development. Instructional staff will include English and Spanish speaking teachers. All teachers in the magnet program must be highly qualified and willing to contribute the extra time and effort it will take to be part of the magnet school, spending time in planning meetings, professional development and extra events related to the magnet program. Each magnet program school will be staffed with teachers who have training in educating students from diverse backgrounds, research skills, differentiated instruction, response to intervention, technology integration, higher level thinking through visual representation, and specific training for each magnet theme.

The district will actively recruit a diverse group of educators whose credentials will include:

- Certifications verified through the State Board for Educator Certification (SBEC)
- Certificates validating Professional Development in Advanced Academics (AP/IB, GT) or Differentiated Instruction/Problem Based Learning
- Professional Development certificates that verify content knowledge related to the theme of the campus and knowledge of technology integration where appropriate

Each candidate will prepare a portfolio using technology that showcases personal interests and professional accomplishments. Candidates who meet the standards will be allowed a 10-minute presentation in front of a selection committee and incorporating the use of technology.

Other teachers will include specialists, such as a science lab teacher who will be responsible for the school science lab, science fair, outdoor classrooms and other science related initiatives. These specialist teachers will support the classroom teachers, with hands-on lab experiences to reinforce what is taught in the classroom. Specialists will be certified to teach in an appropriate subject area, have experience with organization of learning experiences such as field trips and a love of teaching diverse groups of learners. Campuses will have a technology integration coach with two coaches shared across the four magnet programs at Ball High.

Campuses will also work with **subject matter experts** (SME) or **theme coaches** to create real world applications for the themes. For example, Ball STEM teachers will work with professional engineers and scientists who will work on campus for extended periods of time (e.g. a semester), providing job-embedded staff development to successfully integrate engineering in classroom instruction. The SMEs will also assist with the development of learning labs, replicable instructional activities and other resources, such as internships and externships.

Each magnet program will have **AVID teachers**. AVID, Advancement Via Individual Determination, is a college readiness system for elementary through higher education that is designed to increase school-wide learning and performance. Students are taught academic and social skills to help them develop the habits and behaviors needed to succeed in rigorous academic curriculum.

Each magnet program will have a **Response to Intervention (RTI) Coordinator**.

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. Through universal screening struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.

Campuses will also need to augment their core and specialty subject staffing to address their expanded curricula. Examples include the addition of a Chinese teacher at Scott, Media Arts teachers at Weis, and extra core teachers at Ball to augment teacher-planning time. Academic Interventionists will provide coaching and enhanced support to content teachers as they implement the more rigorous program.

### **Nondiscriminatory Employment Practices**

Galveston Independent School District does not discriminate on the basis of race, color, religion, national origin, sex, disability, age, military status, or any other basis prohibited by law. GISD policy requires equal employment opportunities; hiring decisions are based on the merits and qualifications of each applicant relative to each position. The district is also committed to an employee recruitment program that will result in a staff that reflects the racial, gender and cultural diversity of its student body. The Texas Education Agency BE-ESL Required Improvement Plan encourages the district to hire and promote a greater number of Hispanic and dual language individuals. GISD's hiring policies and practices satisfy the requirement for section 427 of the GEPA enacted as part of the Improving America's Schools Act of 1994.

**Personnel qualifications, experience and training in fields related to the project objectives, including knowledge of and experience in curriculum development and desegregation strategies**

GISD commits to develop and recruit a magnet program team at the district level and each campus that are expert in developing specialized curriculum delivered through innovative instructional methods and practices that promote diversity and increase choices. The proposed MSAP will require that GISD recruit new hires based on high standards for training, skills and knowledge in magnet school programs and operations. GISD is located in close proximity to several recognized magnet programs that provide a strong candidate pool.

GISD offers ESL certification test preparation courses for its teachers three times per year. Following successful certification, the teacher is reimbursed for all courses and tests.

## Part C – Quality of Project Design

### Promoting Desegregation

The 2013 report from the Equity and Excellence Commission, published by the U.S. Department of Education, *For Each and Every Child – A Strategy for Education Equity and Excellence*, provides areas that the Commission deems important in order for all students to succeed, and which GISD has worked to develop over the last decade to promote desegregation and improve student outcomes for all students. These areas are reflected in the design of this project and its goals and objectives, and all support the Promotion of Desegregation:

*Goal A.* Create New Magnet Programs to increase subgroup representation and interaction, rigorous and engaging advanced STEM and other coursework, and ensure high quality staffs

*Goal B.* Improve Student Services to Increase Outcomes by using research-based strategies, accelerating college/career readiness, improving student support services

*Goal C.* Create a Collaborative Culture for Equity and Excellence through enhancing communities of learners, parent engagement, community partnership, and virtual partnerships and resources.

A foundation for the project and meeting its goals is the GISD Voluntary Desegregation Plan, which will create programs that will eliminate, reduce, or prevent minority group isolation. Acknowledging the fact that the make-up of a neighborhood may create inequities for students, GISD Board of Trustees eliminated neighborhood-zoned schools and implemented open-enrollment theme-based schools to provide parents with options for their children. Focused on the idea of school choice, students within the district as well as students from the community's private and charter schools are able to select a program based on interest. In making its decision about student placement, the Board of Trustees is committed to four guiding principles: (1)

Equity of educational opportunities; (2) Student diversity; (3) Instructional improvement; and (4) Optimal use of facilities.

MSAP will enable GISD to build on these actions to support Title 1 Choice. MSAP will provide expanded opportunities for students in low-performing schools to attend higher performing schools by developing excellent, academic programs and providing students with opportunities for high academic achievement. MSAP will facilitate innovative educational methods and practices that appeal to a more diverse population of students and a recruiting program that empowers parents to make choices among a set of truly unique educational experiences.

The Board will ensure equal access and fair outcomes for all students regardless of gender, race, religion, national origin, linguistic abilities, disability, age and sexual orientation.

The magnet schools, which are part of the plan include the following:

**Table 13. New Magnet Current Enrollment Demographics and MGI Emphasis**

District	Black	Hispanic	White	MGI Reduction Effort
Ball Biomedical	0	0	0	New magnet, new SLC - Prevent MGI
Ball STEM	10.1%	35.9%	47.1%	New magnet, established SLC - Reduce MGI
Ball Innovation	0	0	0	New magnet, new SLC - Prevent MGI
Ball Media	0	0	0	New magnet, new SLC - Prevent MGI
Scott Collegiate	15.4%	57.3%	22.5%	New Magnet- Reduce MGI
Weis Media	46.6%	35.6%	15.9%	New magnet - Reduce MGI

Students will have the opportunity to enter a school of their choice. Neighborhoods are not barriers. The District has also eliminated the barrier of transportation. Students are transported to their selected schools.

Following is a chart showing all of the GISD magnet schools: five current magnet schools, the six proposed new magnet programs, and one district-funded magnet.

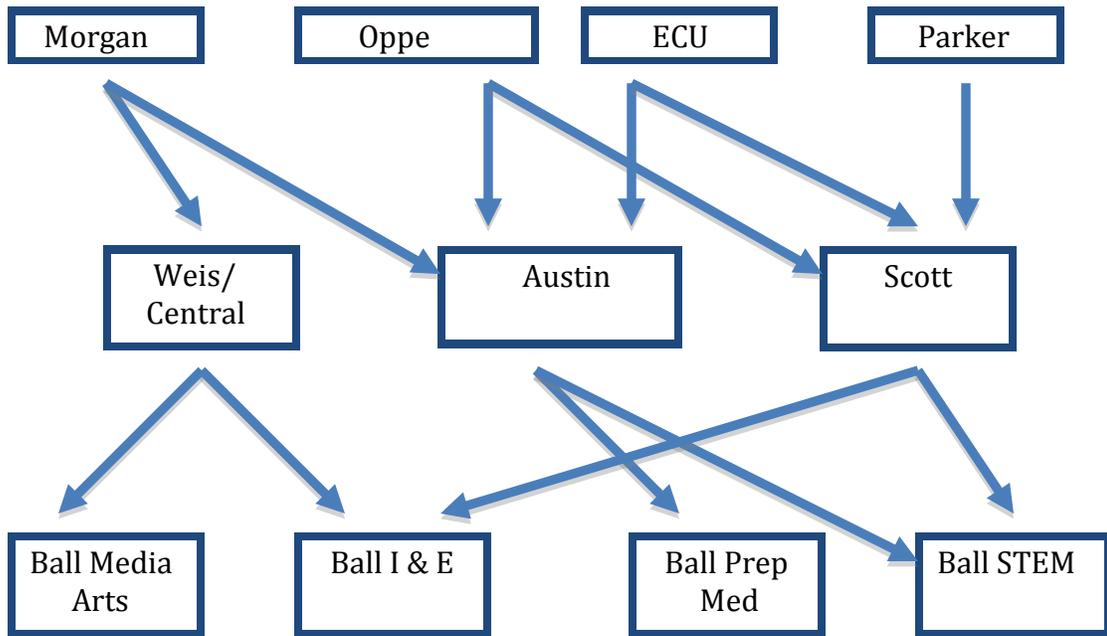
**Table 14. Current and Proposed GISD Magnet Schools**

<b>Elementary Schools (K-4)</b>	<b>MSAP Status</b>
Early Childhood Univ. School of Academic Excellence	Current MSAP
Morgan Magnet School of Science & Engineering	Current MSAP
Oppe Magnet Campus of Coastal Studies	Current MSAP
Parker School of International Studies	Current MSAP
<b>Middle Schools</b>	
Austin (district-funded STEM magnet)	NA
Weis Media Arts and Technology Preparatory Academy (Gr 5-6)	New
Central Media Arts Magnet (Gr 7-8)	Current MSAP
Scott Collegiate Academy (Gr 5-8)	New
<b>High School SLCs (9-12)</b>	
Ball Prep. Academy for Biomedical Engineering & the Medical Professions	New
Ball Science, Technology, Engineering & Mathematics Academy	New
Ball Center for Media Arts & Digital Technology	New
Ball Center for Innovation & Entrepreneurship	New

The following graphic shows how the theme pathways are formed across the grade levels.

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*Learning Pathways Related to Themes*



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The proposed magnets will include learning activities that require students to interact with one another and with people and resources beyond the school. The project design requires each magnet campus to incorporate multiple strategies that build relationships among students, between students and teachers, and between students and outside partners. Out of school programs will be developed for each campus, such as after school programs, clubs, camps and field trips. GISD will increase the use of authentic assessments, such as projects and portfolios that require students to collaborate in order to attain academic success. Every magnet school will implement Capturing Kids Hearts (CKH) and each classroom will have a social contract created by the students, which outlines how they will treat one another. The CKH experience helps

students to develop empathy for diverse cultures and backgrounds.

### **Improving Student Academic Achievement for All Students Attending Each Magnet School Program**

GISD's first strategy to improving student academic achievement for all students is to provide a viable curriculum. CSCOPE is a key tool for implementing the viable curriculum. CSCOPE's Vertical Alignment Documents present aligned standards among grade levels. The standards used include the state standard knowledge and skill statement (TEKS) and student expectations. Because the TEKS provide a framework, there is need to add specificity and clarity. CSCOPE ensures that each standard includes specificity for each student expectation so instruction and standards are truly aligned between grade levels. District leaders use the vertical alignment documents to ensure instructional focus is maintained on specified learning standards, develop district benchmark exams and other assessment tools.

Magnet campuses will use vertical alignment documents to: monitor instruction by ensuring that the specified content is actually being taught to the correct time, lead conversations about how the curriculum standards are integrated and supported through the chosen magnet theme and ensure that the level of rigor presented in the standard is being implemented.

Teachers use vertical alignment documents to: gain clarity regarding accountability for student learning in the course, track vertically the depth and complexity of a standard as it is integrated thematically through grade levels, choose instructional resources and materials that are aligned with the specified standards and the themes and strategies selected for the magnet program.

Instructional Focus Documents are used to group the specified standards from the Vertical Alignment Documents into a logical sequence for instruction. The standards should not

be taught in isolation and there are logical ways to bundle them to maximize student learning. These documents present which standards are directly taught in each six weeks period of instruction and include the performance indicators to ensure that the standards are attained at the level of rigor. District leaders use the Instructional Focus Documents to: ensure that all tested standards are taught prior to the state assessment and in the context of the magnet theme, ensure adequacy of shared resources to implement the curriculum, develop performance indicators that measure the bundled standards through an authentic assessment dimension providing evidence of application, analysis and synthesis.

Campus leaders use the Instructional Focus Documents to lead conversations about the standards taught in each six week period, how they will be integrated with the thematic focus of the magnet program and how they will be evaluated through the performance indicators; support teacher development in the integration of the standards into a complementary system of instruction; monitor high quality instruction; benchmark student progress.

Teachers use Instructional Focus Documents to develop an understanding of how performance indicators will measure student learning of bundled standards, determined exactly what is to be taught in each six weeks to integrate the curriculum standards with the magnet campus theme and maintain focus of standards and performance indicators before planning instruction.

District policy will ensure diversity and educational quality:

1. The school district will maintain educational and financial equity among all district schools by providing uniform educational resources to all schools regardless of the location of the school, the demographic composition of the school, or the type of education program provided.

2. The school district will (a) make provisions for staff development, which prepares all staff to work successfully with all students regardless of racial, ethnic, socio-economic, parental education and cultural backgrounds; (b) promote and encourage the use of effective and innovative instructional strategies in classrooms throughout the district; and (c) actively continue to seek more teachers, counselors and administrators from diverse backgrounds, including members of racial and ethnic minority groups.

Campus level strategies are designed to improve student academic achievement based on the state's academic achievement standards across multiple disciplines.

***Ball High School (9 – 12).*** The school has been *Academically Unacceptable three years, twice for mathematics* and once for dropouts. Ball is also a School in Improvement, Stage 1 mathematics. Within Ball High School is Ball Preparatory Academy for Science and Technology, a smaller Science, Technology, Engineering, Mathematics (STEM) learning community, which was created to provide a choice option for students who were interested in STEM. Although not labeled as a magnet program, the process for entry was much like that of the district's magnets. Admission is by lottery. Building on the success of Ball Prep, Ball High School will expand into two STEM magnets and create an additional two magnets making Ball High School a mega-magnet center allowing all students to participate in a magnet program. The four proposed Ball High School magnets are as follows: 1) Ball Preparatory Academy for Biomedical Engineering & the Medical Professions, 2) Ball Science, Technology, Engineering and Mathematics Academy, 3) Ball Center for Innovation and Entrepreneurship, and 4) Ball Center for Media Arts and Digital Technology. Every student regardless of the magnet selected

will graduate with a high school diploma and a minimum of 12 college hours or a career certificate.

Ball High School magnet programs will implement Project Lead the Way curriculum and Advanced Placement curriculum along with the CSCOPE curriculum. Project Lead the Way fosters problem solving, critical thinking skills taught in the traditional Career and Technical Education (CTE) classes while simultaneously integrating Science, Technology, Engineering and Mathematics (STEM) concepts. PLTW provides students with a foundation and proven path to college and career success in STEM–related fields. The Advanced Placement Program addresses 34 courses, which provides content rigor equivalent to college level work. MSAP will provide enhanced instructional resources and experiences that enable the students to develop advanced knowledge of the academic subjects and awareness of college and career opportunities especially those in STEM fields.

District leadership conducted a series of focus groups with a cross section of the community to capture the vision of stakeholders for transforming Ball High School. The participants included local businessmen, representatives from the medical community (University of Texas Medical Branch), Galveston College, Texas A & M at Galveston, students, parents and teachers. As a result of the participants input, two STEM options were developed.

**Table 15. Ball High School Smaller Learning Communities STEM Magnet Designs**

<b>Ball High School STEM Magnets</b>	
<i>Biomedical Sciences &amp; Medical Careers</i>	<i>Science, Technology, Engineering &amp; Mathematics</i>
<b>Examples of Proposed Project Lead the Way Courses</b>	
Global Challenges	Intro to Engineering Design
Principles of the Biomedical Sciences	Principles of Engineering

Human Body Systems	Computer Integrated Manufacturing
Medical Interventions	Aerospace Engineering
Biomedical Innovations	Digital Electronics
	Civil Engineering
<b>Examples of Other Proposed Courses</b>	
Introduction to Health Science	Computer Applications
Health Science I	Robotics and Automation
Practicum in Health Science	STEM Career Options
Research and Design	Practicum in STEM
Nuclear Medicine	
<b>Examples of Mathematics Courses</b>	
Algebra 1 & 2	Algebra 1 & 2
Geometry	Geometry
College Algebra/Calculus AB,BC	College Algebra/Calculus AB,BC
	Engineering Mathematics
<b>Examples of Science Courses</b>	
Biology	Biology
Chemistry	Chemistry
Physics	Physics
Anatomy and Physiology	Aquatic Science
Pathophysiology	Scientific Research and Design
Medical Microbiology	Engineering Design and Problem Solving
	Introduction to Renewable Energy

Examples of Technology Courses	
Biotechnology	Principles of Technology
World Health Research	Science and Technology

**Weis Media and Technology Preparatory Academy (5-6)**. Weis has been rated Academically Unacceptable for three years in reading, mathematics and science. Weis is in AYP Stage 2 in reading and mathematics. It was selected to become magnet as part of the Turnaround Strategy. Many students who attend Weis choose Central Media Arts Magnet Middle School because Weis is located in Central’s building as part of the District’s maximizing the use of its facilities. By creating a Media and Technology Preparatory Academy within Weis, students have the opportunity for a cohesive learning experience should they transition to Central. Weis will implement **Balanced Literacy** to help all students learn to read and write effectively. Balanced literacy encompasses whole group and small group instruction with an emphasis on differentiating instruction for every student. By differentiating instruction, each student is taught on his/her own level and prompted strategically to learn to think and ultimately be successful.

**Scott Collegiate Academy (5-8)**. Scott began as a 6-8 middle school Early College High School with the intention of growing to grade 12. The school was restructured in 2011 because the District and Community College received severe budget cuts that prohibited both institutions’ ability to support the students’ tuition. Scott Collegiate Academy as an Early College High School received state academic ratings of Recognized and Exemplary. Student admission is by lottery. Scott Collegiate Academy will focus on college and career readiness providing students in grades 5 through 8 with the opportunity to participate in a rigorous academic plan that will allow the student to acquire multiple high school credits while in middle school and prepare

them for Pre-AP and AP classes when they transition to one of the four Ball High School magnets as sophomores, thereby, positioning them to complete successfully 12 college hours. Beginning in the 5<sup>th</sup> grade, Scott Collegiate Academy students will begin an exploratory program that examines the language and the culture as a general concept where proficiency is reached by the end of the 8<sup>th</sup> grade. Foreign language will have the same status as a core subject and will be treated as an elective, but as a critical part of the curriculum in the education of Scott Collegiate Academy students. An individual academic plan will be in place for each student to achieve these goals.

The objectives of **Scott Collegiate Academy** will be aligned and supportive of the following principles:

- Provide students in grades 5-8 with more access to rigorous course work to transition to high school and college level courses;
- Provide students with a college going atmosphere;
- Provide students with the opportunity to explore and master a foreign language by the end of the 8<sup>th</sup> grade;
- Prepare students early for college-level academics via Advanced Placement (AP) classes and face-to-face college classes;
- Provide needed guidance, support, and remediation services for both middle school and high school curricula;
- Provide new ways of integrating levels of schooling to better serve the intellectual and developmental needs of young people;
- Provide families with opportunities to participate as full partners in Scott Collegiate Academy, supporting their children's commitment to the rigor and high expectations.

***Agile Mind.*** In addition to CSCOPE, Scott Collegiate Academy will use ***Agile Mind*** curriculum in mathematics and science. In collaboration with the Charles A. Dana Center at the University of Texas at Austin and leading educators throughout the country, Agile Mind has developed, continuously tested, and improved resources that enable educators and education systems to support rigorous instructional experiences for all students ensuring both equity and high achievement in mathematics and science. Agile Mind programs encompass professional development, curricula, formative assessment, test preparation, and real-time data analytics and reporting to enable teachers to ensure that all students master math and science.

***Professional Development.*** GISD's second strategy to improving student academic achievement for all students is to provide researched-based professional development. MSAP will build on the district's curriculum to align each campus's theme with the viable and relevant curriculum, enhance components of the curriculum consistent with each campus's targeted priorities and expand elements related to critical thinking, communication, college and career readiness and life skills. Specifically, MSAP funding will enable each campus to engage subject matter experts who can contribute to the development of innovative and thematic approaches to the curriculum. Magnet faculty and staff for each magnet will participate in continuing, job-embedded development that will support staff as they master the instructional strategies, develop theme-based curriculum and work to implement the theme with fidelity. The majority of professional development will be campus-based with occasional magnet-focused professional development at the district level.

Professional development to improve student academic achievement based on the state's academic achievement standards across multiple disciplines will include the following:

***Differentiated Instruction.*** Teachers will learn to accommodate for students of different abilities, interests, or learning needs. By differentiating instruction, students will be challenged and take greater responsibility and ownership for their learning. Differentiating instruction will also allow for increased peer tutoring and cooperative learning.

***Interdisciplinary Units.*** There are many topics that are not addressed in schools because of the breadth and depth of information that is accessible in a globalized, technological society. Much of the curriculum that is contained in textbooks is neither timely nor relevant to the lives of students. Additionally, the daily schedule often fragments learning so that each teacher is given a defined time block to cover material that will likely be assessed on state-mandated tests. Therefore, teachers will apply methods and language from more than one academic discipline to examine a theme, issue, question, problem, topic, or experience. Interdisciplinary methods work to create connections between traditionally discrete disciplines such as mathematics, the sciences, social studies or history and English language arts. The interdisciplinary model of teaching enables students to see the links between subject areas (e.g. the relationship between literature and history or mathematics and science).

***Project Based Learning.*** Teachers facilitate students' learning through the incorporation of classroom projects that are intended to bring about deeper understanding. Students use technology and inquiry to engage with issues and questions that are relevant to their lives. The projects are used as an authentic assessment to measure the student's subject matter competence. When used with 21<sup>st</sup> century tools/skills, Project Based Learning (PBL) is more than just a web-quest or Internet research task. Within this type of project, students are expected to use technology in meaningful ways to help them investigate, collaborate, analyze and synthesize and

present their learning. The result is a high performing classroom in which teachers and students form a powerful learning community.

***Blended Learning.*** Teachers will incorporate instructional delivery models that support students in organizing their own learning. Blended learning is a student-centered approach to learning that uses a combination of different resources, especially a mixture of classroom sessions and online learning materials, which allows the student to interact with the instructor and with other students. It combines traditional face-to-face classroom methodology with computer-mediated activities.

Teachers who implement blended learning in their classes must be skilled in both traditional classroom practices and skilled in technology around online education. Blended learning gives students a variety of ways to demonstrate their understanding of concepts accommodating diverse learning styles and fostering self-directed learning in students. Classroom time can be used to engage students in more meaningful ways, promoting inquiry and higher levels of interactions. Online coursework offers flexibility for the student. It can be accessed anywhere there is connectivity any time. Students can access work at a fast food venue or from the privacy of their homes, thereby, increasing opportunities to get the work done. MSAP will assist with the professional development teachers will need to become proficient in designing lessons in a blended learning model.

***Technology/Communication Innovations.*** Students will use technology to support a variety of learning activities such as multimedia/graphic arts design, digital photography and film/television broadcast journalism, creative/journalist writing, and cooperative worktables simulating the workplace. Students will use technology to gain knowledge of academic subjects

and, when appropriate, recover credit. Teachers will receive professional development, which will enable them to integrate technology as part of their instruction.

***AVID (Advancement via Individual Determination).*** The AVID College Readiness System is a systemic instructional system for students in kindergarten through higher education. AVID focuses on leadership, systems, instruction and culture and is designed to increase the number of students who enroll and succeed in higher education and beyond. AVID trained educators teach students academic and social skills to help them develop the habits and behaviors needed to succeed in rigorous curriculum. AVID is researched based with proven results of student achievement. Many AVID students are first time college goers who put their acquired AVID strategies to practice in order to meet high academic standards.

AVID students are more likely than their peers to complete successfully rigorous academic courses with more than 73% of the 2011 AVID seniors reporting taking at least one higher-level course such as AP or IB and 61% taking a corresponding exam. AVID also significantly closes the achievement gaps between groups of students. Regardless of ethnicity or economic background, AVID students complete courses required for admission into four-year colleges or universities at a rate consistently higher than their peers.

***Simulations.*** The magnet programs will use simulation, including web-based or software to allow modeling of science and mathematics principles, virtual learning/virtual field trips, as an exciting, effective teaching strategy to involve students in active, experiential learning. Studies show that students involved in active learning obtained through simulation retain knowledge longer, report more self-confidence and express a higher level of satisfaction with the learning experience.

## Encouraging Greater Parental Decision Making and Involvement

GISD is highly committed to engaging parents in meaningful ways. The District has already established a Parent Advisory Group at the District level to give input on how to best meet the needs of parents within Galveston. Every magnet school will have a Parent Liaison whose primary responsibility will be to engage families as decision makers who assist in moving the school forward. A parent resource center will be developed on each campus to provide information and educational resources for the parents. Parents will become increasingly involved with instructional decisions through these strategies. Schools and the district will actively seek parent feedback through general and specific surveys (phone and in-person) and focus groups. The parent liaison will work in conjunction with the PTO at each school to develop in-school and out-of-school academic enrichment and instructional activities. This collaboration will help to expand partnerships and recruit businesses to adopt grade levels, classrooms and projects. These sponsors will recognize students' achievements –both formally and informally.

Galveston ISD will provide the necessary coordination, technical assistance, and support to assist schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. All of the proposed magnets are Title 1, Part A schools; therefore, Galveston ISD will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.

- A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking these actions described below

- the State’s academic content standards,
- the State’s student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child’s progress, and
- how to work with educators.

B. The district will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the magnet programs and how they can be improved. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement practices and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

## **Part D – Budget and Resources**

### **(1) Adequacy of Facilities To Be Used**

Locations: The three campuses which encompass the six magnet programs are located in the geographic boundaries of GISD. GISD provides free transportation to all students through the 'School of Choice' model. The facilities on all three campuses are adequate. Weis Middle School Media Arts Preparatory Academy (Grades 5 – 6) will share a campus with the Central Middle School Media Arts Academy (grades 7 – 8). Both are located in a newly renovated building, flooded by Hurricane Ike. Classrooms are in good order and will provide a good environment. Weis MS has a high school size auditorium in the facility which will facilitate its Media Arts emphasis. Scott Collegiate Academy has a small auditorium plus a stage in the gymnasium to facilitate student performances. All GISD classrooms have high speed Internet access. All classrooms have an LCD projector. Needs for additional electricity were met through an upgrade in a bond election eight years ago. The facility that houses Scott Collegiate Academy was also damaged during Hurricane Ike but has been completely rebuilt and in operation for the past two school years.

### **(2) Adequacy of Equipment and Supplies To Be Used**

Each campus has a modern library with an average 14 books per student. GISD will purchase one mobile laptop cart lab each year for each program to better enable student access to technology tools for problem-solving and project based learning projects as well as student academic contests. Weis MS will outfit two classrooms with computers for the graphic design and media arts classes. Video conferencing units are currently available on

the three campuses to enable collaboration with project partners, Universities, museums, NASA, and classrooms around the world. Science equipment to be purchased will support the science aspects of the project as related to each pathway. College banners, etc., will build the culture at the collegiate academy. Language software will facilitate student acquisition of the additional foreign language, Chinese, at Scott. Broadcasting and media equipment and software will provide access for students to the technology needed to implement the media arts projects at Weis MS Media Prep. Students will learn the basics of media arts and design development. With the emphasis on research, technology, and higher-level thinking through visual tools, additional equipment, software, and curriculum materials will be needed at all magnets. Magnet teachers will receive tablet computers, enabling wireless access to the GISD C-SCOPE curriculum on the tablets throughout the classroom. Construction requests are minimal and include expanding wireless to the Weis MS classrooms at their building which is shared with another campus that has wireless access. Scott Collegiate Academy has sufficient wireless access points but they are on carts rather than networked in the ceiling. Thus, funding is requested to add the wiring to install these access points in the ceiling to ensure complete campus coverage. Ball HS installed a wireless network this year through a grant. This will enable instructional access for blended learning as well as allowing the principal to record classroom observations wirelessly. A balanced literacy library for all programs will be purchased for this initiative. The number of students currently participating in the Project Lead the Way (PLTW) Engineering Program and in the PLTW Biomedical Sciences Program is expected to double when Ball HS moves to these four career pathways, thus additional equipment is required. Additional funding is needed to expand our current Health Sciences Career Program, as it is

expected to double in participation. The creation of the Innovation and Entrepreneurship program will include establishing a business environment in which the students will develop and run real businesses. Laptops will be purchased for students. The Media Arts and Digital Technology program will also be expanded, thus the request to outfit a broadcasting classroom, and additional media and film production equipment. Instructional resources are requested to facilitate academic achievement of the students in the four core academic areas.

### **(3) Adequacy and Reasonableness of the Project Budget in Relation to Its Objectives**

GISD is requesting about \$4 million annually to implement this project. This averages \$1585 per student served. GISD will continue to provide local and federal funding to these three campuses at the same level as all other GISD campuses. The proposed budget proposes a strong magnet team to lead the project at the district and campus level. Each campus will have a technology coach to ensure that the technology hardware and software will be adequately and fully integrated into all curricular areas. GISD will hire three campus magnet coordinators and two magnet theme coaches for Ball HS. One theme coach will facilitate both STEM pathways, one will facilitate the Media and Entrepreneurship pathways. Twelve subject area coaches in the four core areas (4 per campus) will guide the campuses in the implementation of their themes and in ensuring the integrated lessons and strategies are integrated into the GISD G-SCOPE curriculum guide and Texas Educational Standards. To build capacity to sustain the Magnet Schools, professional development is a key and recurring budget item, as GISD is aware that the implementation of best practice strategies is successful only when adequate and sustained professional development occurs. Magnet teachers will receive stipends to attend a minimum of 60 hours of magnet-

related professional development and to develop curriculum aligned to both the district's C-SCOPE curriculum and the magnet theme. Additionally, the professional development will include best practices for reaching minority students, differentiated instruction, project based learning, blended classrooms to facilitate engaged learning. The travel budget allows all teachers to attend subject area conferences, as well as AP, AVID, magnet, and technology conferences.

## Part E – Evaluation Plan

### Evaluation Methods Appropriate to the Project

**Evaluation Process.** Wexford Inc, a non-profit educational agency, established in 1996, has been selected through the district procurement process as the independent external evaluators of this MSAP project. Wexford's mission is to support agencies in closing the achievement gaps through the use of research and evaluation, technology, and related professional development. Wexford focuses on improving the quality of educational programs for children from low-income families and English Language Learners. Since it was established, Wexford Inc has been the principal evaluator for over 40 federal, state and university programs in over 20 states and the District of Columbia.

Wexford is the evaluator of the GISD 2010 MSAP project and has worked collaboratively with project staff to develop evaluation and data collection procedures that facilitate a rigorous evaluation process and useful information for timely strategic planning at the schools sites, supporting continuous improvement.

Wexford is guided by these professional standards in conducting project evaluations:

- Utility Standards – to increase the extent to which program stakeholders find evaluation

processes and products valuable in meeting their needs

- Feasibility Standards – to increase evaluation effectiveness and efficiency
- Propriety Standards – to support what is proper, fair, legal, right and just in evaluations
- Accuracy Standards – to increase the dependability of evaluation findings
- Evaluation Accountability Standards – to maintain adequate documentation

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*Independent External Evaluation Team.* All Wexford evaluators have broad knowledge and backgrounds in education, evaluation methods, and educational programs. Members of the evaluation team designated for this project have 20-40 years experience as educators and three have 15- 40 years experience as evaluators. They have been trained on The Program Evaluation Standards and in Human Subjects Protection requirements. Sheila Cassidy, Executive Director of Wexford, Dr. Carol Bakken, Dr. Deborah Jolly, Dr. Martha Martini and Rachel Saldivar work as a team and each have well-defined roles to ensure the evaluation is rigorous and cost effective. See Resumes for their background and experience.

## Part F – Commitment and Capacity

### Commitment to the Magnet Schools Project

GISD has continuously operated a court-ordered magnet program at Morgan Elementary to reduce minority group isolation for African American students since 1978. Morgan was one of five magnets opened or, in Morgan’s case, revised in 2010. All five magnets have developed deeply embedded themes infused across the curriculum and are making substantive progress on balancing their demographic populations as parents have begun choosing schools for “program” instead of “location” thereby reducing MGI. This application represents GISD’s further commitment to move from court-ordered desegregation involving a single campus to a voluntary desegregation program throughout the district’s elementary, middle, and high schools to prevent and eliminate minority group isolation for African American, Hispanic, and ELL students.

The district’s voluntary desegregation plan and ongoing move to Schools of Choice indicate a high level of commitment to providing equitable access. MSAP funds will enable the district to meet the specific goal of creating attractive magnet programs to promote diversity and increase choices for all students, including Hispanic and ELL students. Once MSAP funds enable the start-up of the magnet programs, GISD is committed to and capable of sustaining the programs. GISD’s plan is designed to promote sustainability.

The project design emphasizes strategies to support the district in its mission to continue the magnet programs with the same level of fidelity after grant funds end. For example, the rich learning environment, specialized courses of study, and instructional materials will be created appropriate to each theme, allowing normal district funds to be used to maintain and improve them. Professional development over three years will ensure that a strong, cohesive and highly

qualified instructional team is in place at each campus so that district funds can be applied to continuous professional growth.

GISD Board of Trustees approved application for the MSAP funding and committed to the Schools of Choice model to ensure the best opportunities for students. GISD selected school leaders who are committed to the goals of the magnet program, capable of leading through change, and effective instructional leaders. The selected principals have a history of stability and are committed to the entire process of magnet program implementation. They are supported by a district team and a school board that are committed to eliminate any disparities in access to high quality instructional programs and support.

GISD will work with experts through Magnet Schools of America to design comprehensive plans for supporting and encouraging faculty toward integration and equity with attention to the specific needs of each campus. The external evaluator and the Magnet Schools of America experts will support the district through a process of examining educators' beliefs and knowledge of race and ethnicity. One key strategy will be to continue the district-level and create campus-level magnet advisory teams including parents, guardians, community members and magnet partners in the continuous improvement of district-level and campus-level programs. As discussed previously, extensive and ongoing professional development will provide educators with the capacity to successfully implement the language acquisition supports, and the themes and strategies for the various magnet programs. A 'train the trainer' model will be implemented to ensure that GISD has the capacity to continue the implementation of the models with fidelity. Finally, School Board, district, and campus policies will be modified to reflect the goals of the magnet program. The School Board Curriculum Committee has demonstrated its commitment to this project by asking for quarterly reports and formal reports to the School Board annually.

**Other Resources to Continue Support for the Magnet School Activities When Assistance Under This Program Is No Longer Available**

This grant is necessary to help GISD implement a critically necessary and innovative program during a time of economic crisis (Texas is ranked 49<sup>th</sup> on per pupil funding). There is reason to expect that GISD will continue to recover approximately 200 students per year from Hurricane Ike and the MSAP may add up to 100 students per year who are recruited from nearby districts with parents who work on the island, and from private and charter schools. The recovery of students will improve GISD's budget because the State of Texas funding, as well as Federal formula funding, is allocated according to Average Daily Attendance. An increase in enrollment will result in more state revenue which will allow GISD to be in a better financial position to continue the funding of the magnet schools after MSAP support ends. Since the current per student state funding is \$6,204, the addition of approximately 1000 – 1500 students over the next several years can be expected to return \$12 - \$15 million for instructional programs. About 75% of GISD students will be in magnet schools, so it follows that \$4.8-\$6 million in additional state funding will occur once the expected growth occurs.

GISD will continue to apply for external funding resources from Federal and State grants, private and public foundation grants, such as the Moody Foundation, the BP Foundation, and the Dell Foundation. GISD has a successful track record of continuing initiatives after grant funding has ended. The continuation occurs because of the involvement and commitment of the Board of Trustees from the beginning in the preliminary planning and implementation. By involving parents as partners in initiatives and including them on planning teams, GISD also ensures continued success and support. By employing strategies that are research based, GISD and its partners have worked collaboratively for student success. GISD continuously improves its

support of academic best practices by developing collaborative partnerships throughout the business and higher education community. UTMB, Texas A&M University at Galveston, and Galveston College provide university level academic resources and subject area expertise to GISD students and teachers.

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Galveston ISD Project Narrative

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## Other Attachment File(s)

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Galveston ISD

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To whom it may concern,

As Principal of Ball High School, I am in support of the Magnet Grant application of GISD. There have been unbelievably wonderful gains at the elementary and middle levels due to the previous Magnet Grants, and we would like to continue the pathways and gains they have established here at Ball High School. Ball High stake holders have been included in the planning and are in complete support including staff, students, parents and community members. Having the opportunities the Grant can present Ball High can assist Ball in developing innovative learners for tomorrow's world.

Sincerely,



Joseph Pillar  
Ball High Principal  
Feb 25, 2013

Joseph Pillar, Ball High School Principal  
409-766-5715  
[Joseph\\_Pillar@gisd.org](mailto:Joseph_Pillar@gisd.org)

# Galveston

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## Independent School District

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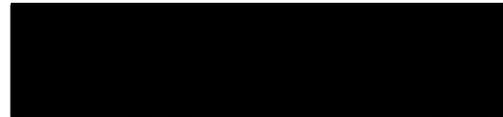
Larry Nichols  
Superintendent

Annette Dailey  
Principal

**TO:** Magnet Schools of America  
**FROM:** Annette Dailey  
**DATE:** Feb, 25, 2013  
**RE:** Weis MS Letter of support

Weis MS held a site base meeting to discuss the option of whether or not they wanted to apply for the MSA grant and what the topic or theme should be. Parents and teachers were very supportive of offering students the opportunity to learn media arts classes at an early age with the opportunities the grant could provide. Students are excited about having the opportunity to learn how to create games, and to create digital stories as well as learn basic computer skills. Students were willing to research the programs and share with other students in their classes on what they could learn and how it would help them with the educational opportunities.

The faculty, staff, students, and parents support the grant and the learning opportunities it could afford them. We are all prepared to dedicate the time and energy needed to implement such a program.



Annette Dailey  
Principal

February 25, 2013

To the Grant Committee:

I am writing in support of the Magnet Grant being perused by Galveston Independent School District (GISD). GISD is a diverse school district that encourages Schools of Choice throughout the district. We provide a comprehensive K-12 education to approximately 8,500 students who reside on an island 2 miles long. The Students served in GISD come from a variety of socio-economic, racial and ethnic backgrounds.

It is a goal at Scott Collegiate Academy that our students will transfer to Ball High School with at least 3 high school credits and with the intent that our students have at least 12 college hours before they graduate. The students here at Scott Collegiate Academy are predominately economically disadvantaged who do not have the means to purchase electronic devices that will enhance their student's educational development. In today's economic times the need for additional funding for support staff in specialty areas, electronic equipment, and staff development to improve academic achievement is vital to accomplish these goals. The parents and guardians of our students are very supportive of these goals and understand how important a solid educational foundation is for their student.

I am extremely grateful for the opportunity that the Magnet Grant is providing with these funds and I recommend the awarding of this grant to GISD.

Yours In Education,



Debra Owens  
Principal  
Scott Collegiate Academy



Office of the President

David L. Callender, MD, MBA, FACS  
President

301 University Blvd.  
Galveston, Texas 77555-0129  
O 409.772.1902 F 409.772.5064

February 27, 2013

Mr. Larry Nichols  
Superintendent of Schools  
Galveston Independent School District  
3904 Avenue T  
Galveston, TX 77550

Dear Mr. Nichols:

Thank you for allowing me to submit this letter of support on behalf of the Galveston Independent School District's (GISD) application to enhance and expand its TSTEM program through the development of a medical magnet school.

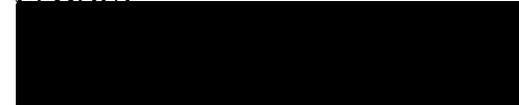
As president of The University of Texas Medical Branch (UTMB Health), a major academic medical center, I welcome the expansion of the program to help to increase the number of students that are well equipped to pursue a career as a health care provider. Our state faces a severe shortage of doctors, nurses, and allied health professionals, which will only worsen as the population of Texas increases. Additionally, high quality educational programs in the Galveston community enhance our ability to recruit and retain employees at UTMB Health that seek the best educational opportunities for their children.

As the father of a high school student currently enrolled in Ball High School Prep Academy, or TSTEM curriculum, I am extremely pleased with the curriculum, the dedication of the faculty, and the overall educational experience my son, Kerry, is receiving. Growth of this program through a Magnet grant would allow more Galveston students to take part in this exceptional educational experience, benefitting the entire community.

I would like to continue UTMB Health's partnership with GISD in the TSTEM curriculum, and this would only be enriched by the development of a magnet program. By serving as teachers and mentors, UTMB Health faculty help these outstanding students appreciate the realities of medicine and equip them to make the educational and career decisions necessary to fulfill their dreams of becoming health care professionals.

Again, thank you for allowing me to submit this letter of support for this extremely worthwhile project. I will follow with interest the status of your grant application.

Sincerely,



David L. Callender, MD, MBA, FACS  
President



**Ben G. Raimer, MD, FAAP**  
Senior Vice President  
Health Policy & Legislative Affairs

Feb. 27, 2013

**Mr. Larry Nichols, Superintendent**  
Galveston Independent School District  
3409 Avenue T  
Galveston, Texas 77550

Frost Bank, Suite 11.104  
301 University Blvd.  
Galveston, Texas 77555-0816  
O 409.747.2789 F 409.747.2795  
E bgraimer@utmb.edu  
W utmbhpla.org

Dear Mr. Nichols:

It is with great pleasure that I write this letter of support for the application of the Galveston Independent School District (GISD) to secure \$12 million from the U.S. Department of Education for the establishment and/or expansion of charter schools within the Galveston community. The college and career pathways enhanced through the funding of this application will help our Galveston children become better prepared to meet the demands of tomorrow's workforce.

While The University of Texas Medical Branch (UTMB Health) is especially interested in the Ball Prep TSTEM Program in biomedical sciences and medical careers, we are also in full support of the proposed engineering, media arts and digital technology, and innovation and entrepreneurship charter schools. Each of these schools has the potential to favorably impact the health care industry and in particular to grow the future health care provider workforce.

Much attention has been given to the anticipated health care workforce shortages that exist today and are projected to increase significantly in the near future as additional provisions of the Affordable Care Act are implemented. As a major academic medical center serving the State of Texas yet based in a community of less than 50,000, UTMB Health believes the ideal situation would enable every high school student enrolled in GISD schools the opportunity to graduate with the ability to immediately enter the health care workforce or to graduate with a clear understanding of the path they must follow to become a provider of sophisticated medical services and the resources to follow that path to completion.

Please also accept this letter as UTMB Health's guarantee to support and collaborate with GISD in any way possible to ensure the district's medical magnet program meets the highest standards of educational quality.

I look forward to the successful resolution of this application process and stand ready to provide any additional support on behalf of UTMB Health that may be required.

Sincerely,



**Ben G. Raimer, MD, FAAP**

**utmb** Health

February 26, 2013

Mr. Larry Nichols  
Superintendent of Schools  
Galveston Independent School District  
3904 Ave T  
Galveston, TX 77550

Office of Educational Outreach  
School of Medicine  
Shearn Moody Plaza, 7109  
301 University Blvd.  
Galveston, Texas 77555-0981  
O 409.772.7836 F 409.747.0828  
www.utmb.edu/oeo

Dear Mr. Nichols:

The UTMB Southeast Regional T-STEM (SRT-STEM) Center fully supports your Magnet Assistance Program Grant Application to expand college and career pathways for Galveston Independent School District (GISD) students. As you are quite aware, our center has collaborated closely with GISD in the implementation of their successful Ball Preparatory T-STEM Academy for the last 5 years. The importance of the current T-STEM program is evidenced by an increase in community awareness of STEM and smaller learning communities, thus, precipitating the current proposal to entirely transform Ball High School into four college and career pathways. Three of these pathways directly align with expanding the current Ball Preparatory T-STEM Academy: a) Biomedical Sciences and Health Careers and b) Engineering and c) Media Arts and Digital Technology. As I understand it, the fourth pathway – Innovation and Entrepreneurship will include many STEM connections throughout it.

The UTMB SRT-STEM Center has supported and will continue to support GISD in their STEM efforts through the following: onsite STEM coaching as well as STEM-related on-line and hands-on professional development workshops for teachers. We provide outstanding professional development training programs with highly qualified instructors to deliver the workshops. This training has been shown to increase Ball Preparatory T-STEM Academy teacher content knowledge and improve student standardized test scores.

We commend your expectation that all students will graduate from high school with 12 college credit hours and/or a career certification. Senior Year internships are extremely effective for students and we applaud your inclusion of them in your planning. Community support and involvement will be crucial to the success of our students. GISD currently has strong partnerships not only with the UTMB Office of Educational Outreach including the SRT-STEM Center, but also with Texas A&M University at Galveston, and Galveston College. It is my hope that, in conjunction with these Institutions of Higher Education and the greater Galveston Community, GISD will embark on an innovative journey to prepare a future Galveston, state and national competent workforce and literate citizens to maintain the United States' status as a global leader.

Respectfully,

  
Clifford W. Houston, Ph.D.  
Associate Vice President for Educational Outreach  
The Herman Barnett Distinguished Professorship in Microbiology and Immunology  
Project Director, SRT-STEM Center  
The University of Texas Medical Branch

utmb.edu Working together to work wonders™ The University of Texas Medical Branch Member, Texas Medical Center®

Dr. Donna Long  
Vice President for Academic Affairs  
Texas A&M University at Galveston



Mr. Larry Nichols  
Superintendent of Schools  
3904 Ave T  
Galveston, Texas 77550

Dear Mr. Nichols,

Texas A&M University at Galveston (TAMUG) is pleased to have the opportunity to collaborate with Galveston Independent School District on enriching and expanding the educational opportunities in our community. We have a long history of partnership with GISD, including the Intensive Summer Program Grant, the T-STEM Academy grant, the Galveston County Science Fair, Technology in Teaching grant and the P-16 Council.



Weiss Middle School students (GISD) doing a marsh exploration (April 29, 2010)

Texas A&M University at Galveston (TAMUG) is an ocean-oriented campus offering academic degrees, research, continuing education and public service in marine science, engineering, business, transportation and liberal arts. TAMUG includes the Texas Maritime Academy, one of only six state maritime training academies in the United States and the only one located on the Gulf of Mexico. It is also the only training academy affiliated with a comprehensive research and teaching university. TAMUG is located near the mouth of Galveston Bay with close access to the Gulf of Mexico.

With over 150 faculty and 2000 students, TAMUG will be able to share its many resources related to coastal region of Texas. TAMUG houses the following research centers and laboratories: The Texas Institute of Oceanography, the Institute of Marine Life Sciences, the Center of Ports and Waterways, the Center for Texas Beaches and Shores, the Laboratory for Aquatic Animal Performance, the Marine Biospeleology

Building 3029, Room 384  
P. O. Box 1675  
Galveston, TX 77553-1675

Tel. 409.740.4419 Fax 409.740.4407  
langd@tamug.edu  
www.tamug.edu

Galveston ISD Letters of Support

PR/Award # U165A130047

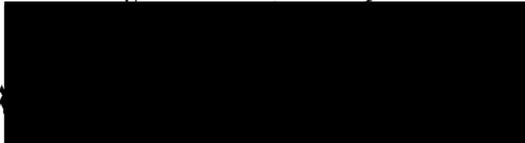
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Laboratory, the Sea Turtles and Fisheries Ecology Research Laboratory, the Coastal and Wetlands Ecology Laboratory, the Texas Erosion Data Network, the Coastal, Port & Maritime Economic Security Program, the Coastal Zone Laboratory for Oceanographic and Environmental Research, the Seafood Safety Laboratory, the Coastal Geology Lab, the Laboratory of Deep-Sea Biology, Departments of Marine Engineering Technology, Maritime Systems Engineering, Maritime Administration, and Marine Transportation , and the Galveston Bay Information Center.

As we understand, GISD believes in parents and students having 'Choice' in their educational pathways to prepare them for the future and seeks to develop the Schools of Choice model currently in place. The creation of four new magnet schools, in conjunction with the five existing magnets schools, will provide GISD parents and students with College and Career Pathways from grades K – 12. Specifically, we see potential collaboration with the Ball Prep TSTEM- Engineering track. In addition, we believe there is further potential to establish internship and student research experiences for Ball High seniors on our campus.

We applaud GISD's efforts to enrich the lives of the children of our community and look forward to creating synergistic efforts between our institutions.

Sincerely,

A large black rectangular redaction box covers the signature area. There are some faint handwritten marks around the box, including a checkmark on the left and a flourish on the right.

Dr. Donna C. Lang  
Vice President for Academic Affairs

February 21, 2013

Mr. Larry Nichols  
Superintendent of Schools  
Galveston ISD  
3904 Avenue T  
Galveston, TX 77550

Dear Mr. Nichols:

Galveston College fully supports the Galveston Independent School District's grant application to the United States Department of Education for \$12.0 million in assistance to establish new magnet schools. Galveston ISD is a Schools of Choice District and these funds would provide parents and students with College and Career Pathways from grades K-12. Creation of these new magnet schools would increase the number of locations within the District. In addition to plans to utilize the funding to expand programs at the 5<sup>th</sup> and 6<sup>th</sup> grade levels, Ball High School would establish four pathways for all students to choose from:

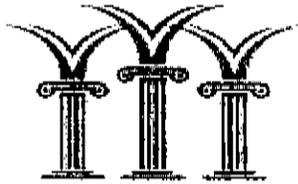
- Ball Prep TSTEM – Biomedical Sciences and Medical Careers
- Ball Prep TSTEM – Engineering
- Media Arts and Digital Technology
- Innovation and Entrepreneurship

The Ball Prep TSTEM programs would prepare high school students for entry into TSTEM programs currently offered at Galveston College. Our community vision is that each student will graduate with 12 hours of college credit and/or a career certification. Galveston College has a joint dual credit agreement with Galveston ISD that provides this opportunity. The College provides an alignment in a number of areas of study including, but not limited to, health professions and engineering and offers Compass testing to students within the District.

This institution fully supports the Galveston Independent School District in its efforts to establish new magnet schools. Galveston ISD has the capacity to implement this project successfully because of community support and involvement and its strong partnerships with Galveston College, the University of Texas Medical Branch, Texas A&M University at Galveston. We believe that students, their families, the school community and the greater community, in general, will benefit from the District's vision for the future.

Sincerely,

  
W. Myles Shenton, Ed.D.  
President



# Galveston Sustainable Communities Alliance

*Creating Opportunities. Transforming Lives.™*

305 21<sup>st</sup> Street Suite 180 Galveston Texas 77550 409-766-0982  
[www.galvestonsca.org](http://www.galvestonsca.org)

February 22, 2013

Mr. Larry Nichols  
Galveston Independent School District  
P.O. Box 660  
Galveston, TX 77553

Dear Mr. Nichols,

It is a privilege to write a letter of support for Galveston Independent School District's (GISD) \$12 million grant application to establish new magnet schools.

Our nonprofit organization, *Galveston Sustainable Communities Alliance*, completed an assessment of all education options in Galveston PK through 16. In our report, we note several important assets in GISD that lend themselves to a stellar application: 1) a strong superintendent whose vision and willingness to make tough personnel decisions will ensure superior implementation of this grant; 2) a culture of data-driven decisions that exists within the district; 3) district-wide choice PK through grade 12 among five magnet schools including several district charter schools, one of which is part of the KIPP national network; and 5) strong partnerships with Galveston College, the University of Texas Medical Branch, Texas A&M University Galveston and the business community that can be expanded to create a seamless career and college pipeline and support the senior year internships in students' selected career pathways, aligned with students' interest and workforce needs, outlined in the proposal.

Based on our assessment, we have developed an education transformation plan (see attached one page summary) in partnership with key education, business and nonprofit groups in Galveston. Note that the second and ninth points of the plan are related to quality school choice options.

GISD, representative of many districts across the nation in terms of its size and ethnic diversity, is a microcosm of American public education. With this new grant, GISD can build on its current success as one of the few truly open choice districts in the nation. By establishing quality magnet schools PK-12 enabling student choice and leading to career and college readiness, it can create models that can be adapted and scaled in at least 50 percent of the districts in the nation.

The name of our organization reflects our commitment to this grant. We seek sustainable, community-based education transformation done through alliances with key stakeholders standing together on this small, resilient island that has withstood hurricanes and other challenges. We have a vision for transforming public education in Galveston, and this magnet application will help us *all* fulfill that vision.

Sincerely,

Angela Brown, Board President

**Goals: Postsecondary and career readiness for all students. By 2020, Galveston will have:**

- 80% of students graduating from high school ready for postsecondary with only 25% requiring remediation
- Of 100 students in a 7<sup>th</sup> grade class/cohort, 40 will receive a postsecondary credential
- There will be less than a 10% achievement gap between White, Hispanic, and African American students. (Note: All of these rates are at least double current rates.)

**Focus: STUDENT LEARNING: Scale-up blended learning to enable each student to master curriculum**

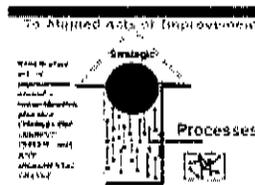
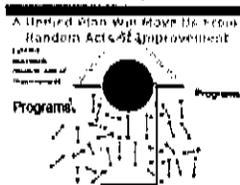
**Guiding Principles:**

- Families/students ability to choose Technology use in and out of schools
- High quality early learning and K-12 education options Extended learning time/supports

**10-Point Plan**

10-Point Plan	Desired Outcomes
1. Begin early with prenatal care, parent training, high quality options and providing digital education apps and books to low income families	90% of kids ready for K
2. Enhance PK-12 choice options in Galveston – charters, magnets, STEM	Good option for each student
3. Expand technology infrastructure so personalized learning can scale	Increase # blended schools
4. Extend learning time by enabling students to choose part-time, online learning and have flexible or extended hours	Increase grad. rates/more time to master content
5. Create emerging leader/master teacher pipeline and state-of-art training, much of it provided digitally	Inc. # good teachers/leaders
6. Expect students to master English in 2 years; use digital content	Inc. reading ability, scores
7. Strengthen career and postsecondary readiness with partnerships, career pathways, and ramping up dual credit, AVID, and career tech	Inc. grad rates; reduce college remediation rates
8. Collective impact model to integrate student support services	Improve family/student health
9. Create system to provide transparent information about schools	Enhance choice
10. Implement social and emotional learning standards and programs in Galveston schools	Decrease behavior issues; increase learning

*Policy, funding, capacity building, and performance management are addressed in all 10 points in the plan.*  
**Why is a comprehensive plan important for Galveston? Galveston leaders can move from random acts of improvement to aligned acts around a bold, comprehensive plan.**



*"This plan is as good as I have ever seen for a community-wide approach. It is presented in such a way that it really pushes action."*

- **Charles Miller**  
Former Chairman, The University of Texas System Board of Regents



## GALVESTON CHAMBER OF COMMERCE

February 25, 2013

Larry Nichols, Superintendent  
Galveston ISD  
3904 Ave T  
Galveston, TX 77550

Dear Mr. Nichols:

We are pleased to write a letter of support on behalf of the Galveston Chamber of Commerce for the Galveston ISD grant application to the United States Department of Education to establish new magnet schools in the Galveston school district. The project's goal of ensuring that all students graduate with 12 semester hours of college credit and/or career certification is in alignment with our goals of an educated, prepared workforce for Galveston.

Our Chamber Education Committee's mission is to encourage the business community to step-up and make a difference in education on the Island. We have partnered with Galveston ISD and other local schools to ask our members to become mentors, advisors, sponsors, and to teach entrepreneurship to students and inspire them to create their very own business. One example of this partnership is Lemonade Day, where youth of all ages, from pre-K through high school, can register to set up an official lemonade stand and experience operating their own business.

The Galveston Chamber of Commerce will strongly support this grant by assisting Galveston ISD in securing student internships with local businesses. Schools are the cornerstone of our community, and we want our local leaders to have an active hand in enriching the lives of Galveston students.

We look forward to working with Galveston ISD to ensure that sustainable structures are in place so that every high school graduate can be college and career ready. The future of Galveston rests on the caliber of our high school graduates, and we are prepared to do whatever it takes to make this promise a reality. This grant application for Galveston ISD would be an invaluable asset to the entire Galveston community.

Sincerely,

  
Gina Spagnola, IOM  
President

  
Maureen Patton  
Chair

2228 Mechanic, Suite 101 • Galveston, Texas 77550 • 409 763 5326 • Fax: 409 763 8271  
www.galvestonchamber.com

Galveston ISD Letters of Support *Mission Statement: To Promote and Advocate for Business.*

PR/Award # U165A130047



Galveston Economic Development Partnership  
5007 Ave. U - Bldg. 3311  
TAMUG Fort Crockett Campus  
P.O. Box 8029  
Galveston, Texas 77553

February 24, 2013

Mr. Larry Nichols, Superintendent  
Galveston Independent School District  
3904 Ave T  
Galveston, TX 77550

Dear Mr. Nichols:

I am pleased to write a letter of support on behalf of the Galveston Economic Development Partnership (GEDP) for the Galveston Independent School District (GISD) proposal to the United States Department of Education for the establishment of new magnet schools. The GEDP has been and will continue to focus on enhancing the availability of an educated and prepared workforce for Galveston.

The creation of these new magnet schools, in conjunction with the 5 existing magnets schools, will provide GISD parents and students with College and Career Pathways from grades K – 12. Scott Collegiate Academy will utilize this funding to strengthen the college preparation curriculum and to add an international studies curriculum. A Media Prep Academy for 5<sup>th</sup> and 6<sup>th</sup> grades will be started to support the pathway to the current Central Media Arts Academy for grades 7 and 8. Ball High School will establish four pathways for all students to choose from: Ball Prep TSTEM – Biomedical Sciences and Medical Career; Ball Prep TSTEM – Engineering; Media Arts and Digital Technology; and, Innovation and Entrepreneurship

These programs with an expected outcome of delivering high school graduates with 12 college credit hours and/or a career certification are not only commendable, but essential for the continued growth and diversification of Galveston's economy.

One area of particular interest to the GEDP is that of Senior Internships within their selected pathways. As an entity that has supported and actually utilized a high school junior through Ball High internships, this opportunity not only enriches the students learning environment, it creates a unique relationship between our leaders of the future and our dynamic business community.

The GEDP applauds GISD as they embark on this innovative journey to prepare the Galveston workforce and citizens of tomorrow. The GEDP stands ready to continue our collaboration with GISD and hope that this application is given full consideration by the U.S. Department of Education.

Respectfully,

Jeffrey Sjoström  
President



THE CYNTHIA AND GEORGE MITCHELL FOUNDATION

February 22, 2013

Larry Nichols, Superintendent  
Galveston ISD  
3904 Ave T  
Galveston, TX 77550

Dear Mr. Nichols,

It is a privilege to write a letter of support for Galveston ISD's \$12 million grant application to expand its magnet schools. We understand that this grant would strengthen the Scott Collegiate Academy college preparatory curriculum and add an international studies curriculum, add a media prep academy for 5<sup>th</sup> and 6<sup>th</sup> grades, and establish four career pathways at Ball High School.

Galveston has a unique advantage among applicants, as there are ten foundations that support Galveston that have a combined annual distribution of approximately \$43,704,000, with percentages going to Galveston ranging from 3 percent to 50 percent. Funding from these foundations for education in Galveston between 2010 and 2011 was about \$2,427,000. We suspect that there is not another small community in the United States with this potential access to philanthropic dollars.

These foundations have begun to meet quarterly to engage in serious discussions about strategic philanthropy—how to better align our funding around a strategic education transformation plan to leverage accelerated and sustainable improvements in education in Galveston. To further these discussions, the Cynthia and George Mitchell Foundation engaged a nationally recognized consultant to conduct an education assessment and to develop an education transformation plan based on the assessment. When the plan was presented to the Galveston Philanthropy Roundtable in July 2012, the funders were so enthusiastic that in November 2012 they held a public launch of the plan, which focuses on providing quality choice options and personalized learning for Galveston students with the goal of postsecondary and career readiness.

We cannot make commitments for the members of the Galveston Philanthropy Roundtable, but we can express confidence that the members of this group (which includes the Mitchell Foundation) will continue to give at least at their historic levels—over \$1,250,000 from the various funders per year—to education in Galveston. We are confident that this funding will become more strategic and aligned with the goals of the transformation plan and the magnet grant application.

We are also in a position to state that the Cynthia and George Mitchell Foundation plans to support the implementation of the Galveston Education Transformation Plan, particularly those aspects that further quality school choice options leading to school readiness on the front end and postsecondary and career readiness on the back end of the PK-12 pipeline. We stand ready to support the ambitious goals of Galveston ISD and applaud their efforts to have every student graduate from Ball High School with at least 12 credit hours and/or a career certification, enabling students long-term to find meaningful work and lead successful lives.

Sincerely,

Katherine Lorenz  
President

Galveston ISD Letters of Support

# Mary Moody Northen Endowment

*A Private Foundation*

**February 27, 2013**

Larry Nichols  
Superintendent, GISD  
3904 Avenue T  
Galveston, TX 77550

Dear Mr. Nichols,

I am writing on behalf of the Mary Moody Northen Endowment to express our encouragement for the Galveston Independent School District's application to the United States Department of Education for three years of assistance in the establishment of new magnet schools. The economy of our region, our state and our nation is changing as we approach the middle decades of the 21<sup>st</sup> century, and it is critical that public school districts create clear pathways for college and careers for their students.

It is my understanding that this grant would improve GISD's ability to do just that. With the strengthening of Scott Collegiate Academy in college preparation and the addition of an international studies curriculum; with the establishment of a media prep academy for fifth and sixth graders to support the program currently in place at Central Middle School in media arts for seventh and eighth graders; and with the establishment of four "pathways" for Ball High School students to choose from, bio- medical sciences and medical careers, engineering, media arts and digital technology, and innovation and entrepreneurship, GISD will expand opportunities for our Galveston young people.

Historically, Mary Moody Northen Endowment has supported GISD and will certainly continue partnerships with the district as part of the development of these magnet programs.

We look forward to continuing our work together.

Sincerely,



Betty Massey  
Executive Director

BAM/kn

# HARRIS AND ELIZA KEMPNER FUND

2201 MARKET STREET, SUITE 1250 GALVESTON, TEXAS 77550-1529  
(409)762-1603 FAX (409)762-5435  
www.kempnerfund.org email: information@kempnerfund.org

February 21, 2013

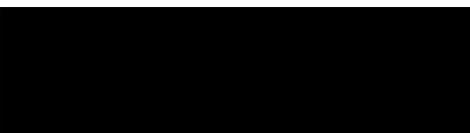
Mr. Larry Nichols  
Superintendent of Schools  
3904 Ave T  
Galveston, TX 77550

Dear Mr. Nichols,

The Harris and Eliza Kempner Fund has awarded grants to the Galveston Independent School District and the Galveston Independent Educational Foundation for more than 23 years. The Fund will continue to fund worthy projects and proposals as they are submitted to us.

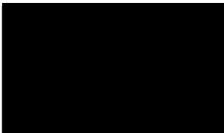
We support your initiative and request to the US Department of Education to extend the career pathway concept from K-12 in the Galveston Schools and prepare our students for the workforce of tomorrow.

Sincerely,



Anne Brasier  
Executive Director

Armin Michael Cantini



February 23, 2013

Mr. Larry Nichols  
Superintendent of Schools  
3904 Ave T  
Galveston, TX 77550

RE: New GISD Magnet Schools

Dear Larry:

I wholeheartedly commend GISD on it's efforts to create several new magnet schools. The District's choices of new career pathways are all well suited to the strengths of our community. The decision to become a Schools of Choice district has been well received, and I think these new programs will offer our young students wonderful opportunities for advancement.

The new "Biomedical Sciences and Medical Careers" pathway, "Engineering", "Media Arts and Digital Technology", and the "Innovation and Entrepreneurship" pathways are all well suited to play off the strengths of our greater metropolitan area. Also, with our Gulf Coast Ports and shipping industry, the presence of NOAA, the National Marine Fisheries and the U. S. Coast Guard presence in Galveston, I believe the possibility of a Coastal and Marine module under the "Innovation and Entrepreneurship" pathway would also play to one of the strengths of our region.

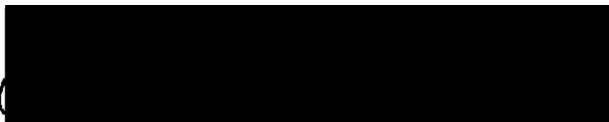
As the current Vice Chair of the Galveston College Board of Regents, Chair of the Permanent Endowment Fund and a Trustee of the Harris & Eliza Kempner Fund I am pleased we have either forged partnerships with GISD or supported initiatives of the district through the GISD Education Foundation.

It is especially gratifying to see the progress being made in our schools and the efforts to support all students. This is so important given the disadvantaged demographic of many of the students and families we serve.

Given the presence not only of the college, but also The University of Texas Medical Branch and Texas A&M University at Galveston, I think we are poised to make great strides with the new educational pathways you have chosen to implement.

I hope the Department of Education will look kindly on this proposal and if I may be of assistance in some way, I hope you will call upon me. I would be happy to help arrange community internships or solicit expert speakers in these program areas for senior level students.

Sincerely,





Seafood Restaurants, Motor Inn, Private Club  
P.O. Box 3130 • Galveston, Texas 77552-0130  
(409) 762-9625 • (281) 461-4000 • FAX (409) 762-4825

Feb. 27, 2013

Mr. Larry Nichols, Superintendent  
Galveston Independent School District  
3409 Avenue T  
Galveston, Texas 77550

Dear Mr. Nichols:

As a member of the Galveston business community, I write this letter of support on behalf of the Galveston Independent School District's (GISD) application to secure \$12 million from the U.S. Department of Education to establish expansion of magnet schools within the Galveston community.

When GISD's application is approved, I am prepared to lead an effort to raise private funds from the business community to supplement the federal funds being sought for this great initiative.

It is my firm belief that this application for funding and collaboration between GISD and The University of Texas Medical Branch (UTMB) will be highly successful in Galveston because UTMB is the oldest medical school in the State of Texas and has long been committed to training health care workforce that mirrors the diversity of the state of Texas. Also the strong leadership by GISD Superintendent and School Board gives us great hope as well.

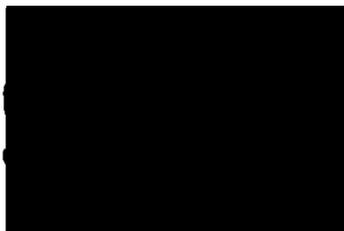
Our business community to which my family has been in for over 100 years on Galveston Island firmly believes and supports this application for funding and we hope it is favorably received.

Please don't hesitate to contact if you need further information regarding this letter of support.

Sincerely,

John Paul Gaido

/jpg



To Whom It May Concern,

I am writing to express my utmost support for the magnet programs in the Galveston Independent School District. I have two children in the Ball Preparatory Academy, one in Biomedical Science and one in Engineering. We have not only been impressed by the academically advanced program but have been completely amazed by the dedication and commitment of the teachers and staff. My children are receiving a phenomenal education through this program and have excelled tremendously because of it. They are in primarily advanced placement classes as well as some dual credit classes and because of these opportunities my graduating senior will be entering his freshman year at his top school of choice in the school of engineering with as many as 42 college credits.

Because of these programs and internships offered, both of my older sons have immersed themselves into many academic activities. They are both members of the National Honor Society and have individual memberships in the Spanish Honor Society, Math Honor Society, and the Student Advisory Board. Together they were founding members of a relatively new UIL Computer Science club and enjoy participating in many area competitions.

Being a lifelong Galvestonian, I have personally witnessed the transformation of the GISD school system through the magnet programs. We are so proud to be a part of it and have been very involved in our children's educational experiences. I currently serve as the Vice President of the Ball Prep Parent's Association, tutor part time at Ball High School, serve on the Project Grad committee, and am a past member of the Austin Magnet School steering committee.

Without these programs we were at a crossroad in deciding on our children's future education in Galveston or elsewhere. We feel incredibly confident that we made the right decision to stay only after the Ball Prep Academy began. My son will be in only the second graduating class, my junior in the third and we plan on sending our youngest two sons there in two years. We hope that Galveston will be given even more opportunities to continue to grow and expand these wonderful programs in the future.

Sincerely,



Lisa Farmer Gaertner

VP Ball Prep Academy Parent Association



**McLeod, Alexander, Powel & Apffel, P.C.**

Douglas W. Poole  
Michael B. Hughes  
James B. Galbraith  
J.D. Bashline  
Anthony P. Brown  
David P. Salyer  
Wm. Hulse Wagner  
David E. Cowen  
Genevieve Bacak McGarvey  
William R. Floyd  
Bryan R. Lasswell  
John V. Rabel  
Lyle Courtney  
April V. Marburger

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Houston, Texas 77056  
(713) 651-0881  
Fax: (713) 651-0882

[www.mapalaw.com](http://www.mapalaw.com)

February 26, 2013

James Hewitt  
Elizabeth Spears  
Chris King  
Jocelyn A. Holland

Of Counsel:  
Fredrick J. Bradford

V.W. McLeod (1914-1977)  
Robert W. Alexander (Retired)  
Benjamin R. Powel (Retired)  
Ervin A. Apffel, Jr. (Retired)

**Re: GISD Grant Application – Magnet School Program**

---

Mr. Larry Nichols  
Superintendent of Schools  
Galveston Island School District  
3904 Avenue T  
Galveston, Texas 77550

Dear Mr. Nichols:

I strongly support this application, which will be used in part to expand the T-STEM currently in place at Ball High School.

By way of background, I am an attorney licensed to practice law in the State of Texas. I have practiced law in Galveston since 1985, and have been a Partner in my Law Firm since 1990. Additionally, I have served on numerous local boards, commissions and committees. I currently serve as the Vice-Chairman of the Galveston Housing Authority, the President's cabinet at the University of Texas Medical Branch in Galveston, and serve on several Board committees for the Galveston Chamber of Commerce.

Perhaps most importantly, my wife and I have brought up our two daughters, Alex (18) and Arielle (17), here on Galveston Island. Alex and Arielle have both been students enrolled in the Ball High School T-STEM program, known as "Ball Preparatory Academy". To say we have been pleased with this program would be a gross understatement. The program has succeeded beyond our wildest dreams. Alex graduated last May and is now a freshman at Rice University. Arielle is in her junior year in the Academy. Both are very interested in medical careers. They have both done very well in the Ball Preparatory Academy program, and we consider ourselves blessed and fortunate to have had it.

Additionally, I serve as the President of the Ball Prep Parent Association, an independent 501(c)(3) organization dedicated to supporting Ball Preparatory Academy. Our association has a strong membership and well-attended meetings. Our students' families are involved and engaged. They are a very dedicated group, and I am very proud of them.

As Parent Association President, I have compiled statistics and objective metrics showing how well the STEM approach works in Galveston. For example:

1. 100% of last year's Senior Class graduated.
2. 93% of last year's Senior Class is currently enrolled in College.
3. Last year's junior and sophomore classes excelled in statewide achievement tests, posting results which exceeded those of more affluent School Districts in the area.

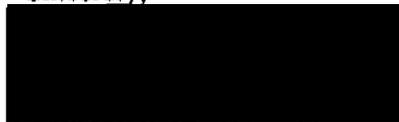
These achievements are impressive. They are even more impressive when you consider the fact that a significant portion of our students on the "free and reduced lunch" program, and more than 50% of our students are members of racial and ethnic minority groups.

The bottom line: the magnet-based STEM approach is a rising tide that has indeed lifted all boats. Students who might otherwise be at risk are achieving and thriving. The "cracks" through which they might have fallen are being sealed.

This program has been so successful that the demand for spaces in the STEM program far exceeds the spaces available. The number of applicants this year alone would easily fill two (2) such academies, if we had them. Thus, the need for funding to expand and create more such opportunities for our students and their families – especially those who are at risk – is critical.

Thank you for undertaking the effort to apply for this Grant. If I can be of any further assistance, please let me know.

Sincerely,



Anthony P. Brown

APB/ger

February 23, 2013

Mr. Larry Nichols, Superintendent  
Galveston Independent School District  
3904 Avenue T  
Galveston TX 77550

RE: Continuation and Expansion of the Ball High Preparatory T-STEM Program

Dear Mr. Nichols:

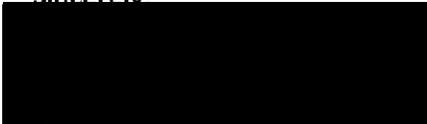
As guardians of a Ball Prep student we are pleased to lend our support to your effort to extend the T-STEM opportunity to additional students as they enter Ball High School.

The U.S. deficit in high school graduates prepared to enter post high school education and training programs in the science and technology fields is a very serious problem today. Our participation as one of the leading countries in the development of new and emerging technology depends on our reversing this situation. Programs like our T-STEM Academy will go a long way toward changing that outcome and expanding it here in Galveston will afford the opportunity to more of the students coming out of our new and more rigorous middle school programs.

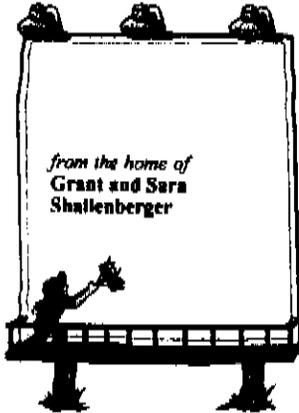
We expect that this program is going to enable our granddaughter to enter college much better prepared than if it were not available. Extending this opportunity to more incoming students will be an important step for our district,

Please keep up the efforts on behalf of the students in our community.

Sincerely,



John and Judy Giovannini  
2609 Gerol Drive  
Galveston, TX 77551



February 22, 2013

Larry Nichols  
Superintendent of Schools  
3904 Ave T  
Galveston, TX 77550

Dear Mr. Nichols,

This is a letter in full support of Galveston Independent School District (GISD) receiving the "Magnet Grant" from the United States Department of Education for \$12 million in assistance over a three year period.

These funds will greatly benefit the entire school district, enhancing 5 magnet schools, and providing college and career pathways for grades K-12. These program enhancements will help build a stronger educational foundation for Galveston students.

At the high school level, grant funds would be used for the Ball Prep TSTEM program for the Biomedical Sciences and Medical Careers and Engineering pathways, as well as Ball High School's Media Arts and Digital Technology and Innovation and Entrepreneurship programs. This grant funding will strengthen GISD's commitment to seeing all students graduate from high school with 12 college credit hours and/or a career certification while also providing internship opportunities in their selected pathway.

This college preparation is essential for our students. As parents of a junior in the TSTEM program biomedical pathway, our child has been provided challenging course work in chemistry, biology, biomedical science and pre-calculus. She has already received college credit for World History and Human Geography, will take 2 more AP tests this spring and will do the research and design internship next year.

As a 23 year higher education professional, I understand the role that academic rigor and real world experience play in a student's preparation for college. This grant funding is essential to the future of GISD's mission "to provide an exemplary, diverse education allowing each student to become a productive and contributing member of a changing society."

Sincerely,

Grant W. Shallenberger

Sara Shallenberger

February 22, 2013

Mr. Larry Nichols  
Superintendent of Schools  
Galveston Independent School District  
3904 Avenue T  
Galveston, TX 77550

Dear Mr. Nichols:

This letter is written in strong support of the TSTEM program at Ball High School and to encourage GISD to apply for a "Magnet Grant". My daughter is currently a senior at Ball High and is in the TSTEM program. I have been extremely pleased with the program and with the education that she has received as part of it. Also I have been very impressed by the enthusiasm and dedication of the faculty involved in the TSTEM program, especially Dr. Ricks. Expansion of the Magnet School system would definitely improve the quality of education in Galveston.

I have been a member of the faculty of the University of Texas Medical Branch (UTMB) for the past 18 years, and one of the problems we have in recruiting new faculty and upper level technical and administrative staff is the quality and limited choice of schools in Galveston. For this reason, many potential candidates with school age children decide not to come to UTMB, or to live off the island in communities closer to Houston. If residents of Galveston had more choice of schools, it would be of great benefit to our children and to the economic and cultural development of the Island.

Sincerely,



Robert B. Tesh, M.D.  
Professor of Pathology and of  
Microbiology and Immunology  
John S. Dunn Distinguished Chair  
in Biodefense  
Center for Biodefense and Emerging  
Infectious Diseases

DEPARTMENT OF RADIOLOGY  
ERIC M. WALSER, M.D.  
Chairman of Radiology  
Professor of Radiology

February 22, 2013

To the members of the United States Department of Education:

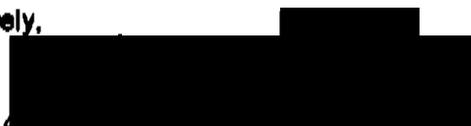
I am a Professor of Radiology and the Chairman of Radiology at the University of Texas medical branch in Galveston Texas. I blessed with four wonderful young daughters. They are all fortunate to be a part of the Galveston magnet school program. My two older daughters attend magnet programs at Austin middle school (science and math) and Ball High School (TSTEM program). I have no doubt that my two younger daughters in elementary school will soon attend and benefit from these programs. My daughters consistently beat the average state and national scores in standardized testing and show scholastic aptitude beyond expected. This is all due to the quality curriculum and teachers involved with the GISD magnet programs.

I am writing this letter appealing to the US Department of Education to provide additional funding for expanded development of magnet programs in the Galveston Independent school District. With a growing population, especially in the younger age range, it is vitally important that Galveston maintain excellence in its academic programs. Young professional parents on the island depend on these magnet schools to provide quality education to our children. Galveston has successfully implemented several magnet programs to this day. These are all high quality programs with excellent teachers and curricula. I have no doubt that the additional programs, if funded, will be likewise excellent and actively enrolled.

During my years of experience in the Galveston school district, I see many children of medical school faculty attend excellent colleges such as Harvard and Yale and then go on to bright and productive careers in medicine, engineering, and the law, to name a few. As such, I am confident that the expenditure of federal dollars in the creation of additional GISD magnet programs will pay off many times over in benefits to our youth and to society as a whole.

Thank you for your consideration in funding these efforts. Education is a highly-valued and truly vital component of the Galveston community.

Sincerely,



Dr. Eric M Walser  
George Hermann Professor of Radiology and Surgery  
Chairman of Radiology

Galveston ISD

APEX Magnet Project Resumes

**Note: \* Position being requested in project proposal, thus position will be filled according to GISD Human Resources Guidelines. The resumes demonstrate GISD's capacity to recruit qualified individuals for the successful implementation of the magnet program.**

<b>Position</b>
Project Director –Dr. Annette Scott
Project Fiscal and Resource Management – Director of Special Initiatives - Marcia Proctor
District Professional Development and Teacher Incentive Fund Coordinator – Mitzi McAfee
School Improvement Manager – Susette Mahaffey
Bil. / ESL District Coordinator - Desiree Hartnett
*District Magnet Coordinator – Patricia Brown
District Instructional Technology Coordinator – Mariana Mueller
Director of Advanced Academics – Warner Ervin
District Math Coach – Jackie Williams
Data Disaggregation Specialist – Kathy Curran
*District Response to Intervention Specialist – Elizabeth Bennett
District Director of Career and Technology Education - Ellen Perry
*Magnet Recruitment and Marketing Coordinator – Julie Schmid
*Subject Area Coaches
*Social Studies – Keith Mahaffey
*Math – Jackie Williams
*ELA – Matthew Neighbors
*Science - Patty Healy
<b>Weis Middle School Magnet (5-6)</b>
Principal – Lois Dailey
*Magnet Coordinator – Diana Bidulescu
*Technology Coach – Claudia Valastro
*Balanced Literacy Specialist -- Molly McCormick
*Math Coach – Jackie Williams
*Media Arts Teachers – Job Description
*Parent Liaison -- Grayling Alexander
<b>Scott Collegiate Academy</b>
Principal – Deb Owens
*Magnet Coordinator -- Shauntel Cooley
*Chinese Teacher – Rong Wang
*Technology Coach – Patrick Burke
* Balanced Literacy Coordinator – Linda Stickline
*Parent Liaison - Alma Enriquez

<b>Ball HS</b>
Principal – Joseph Pillar
*Magnet Coordinator – Alan Ellinger
*RTI Coordinator -- Sue Saucedo
Data Disaggregation Specialist – Kathy Curran
*Instructional Technology Coach – Eric Mueller
*Math Coach – Lisa Brundrett
College Coach – Vivian Hernandez
*Parent Liaison -- Brenda Hernandez
*Magnet Pathway Coordinator -- STEM -- Divya Nagpal
*Magnet Pathway Coordinator -- Media and Entrepreneurship - Rachel Gibson
Director – Ball Prep TSTEM Biomedical Science and Health Careers – Marsha Ricks
Biomedical Science Teacher – Jean Langevine
Health Careers Teacher – Tessie Howard
Director – Ball Prep TSTEM Engineering – Current Ball Assistant Principal
Project Lead the Way Engineering Teacher – L. Langevine
Robotics Teacher -- Jerry Edwards
Director – Media Arts and Digital Technology- Current Ball Assistant Principal
Media Arts Instructor – Jon Siedow
*Film – Christine Moore
Director – Innovation and Entrepreneurship – Current Ball Assistant Principal
Entrepreneurship Teacher – Thomas Peace
Economics – Keith Mahaffey
*Business Expert- Nancy Chapa
<b>Project Evaluators</b>
Dr. Carol Bakken, Lead Evaluator

## Annette Scott, Ed.D.



### EDUCATION

Baylor University	Ed.D.	1990	Educational Administration
University of Houston/Victoria	M.E.	1980	Guidance/Counseling
Sam Houston State University	B.A.	1970	English

### CERTIFICATION

Superintendent	1989
Mid-Management Administrator	1987
Counselor	1980
Secondary English	1970
Secondary French	1970

### PROFESSIONAL EXPERIENCE

2007- present	Assistant Superintendent C & I	Galveston I.S.D.
2004-2007	Executive Director for Curriculum & Instruction	Galveston I.S.D.
2001-2004	Student Achievement Consultant	Lightspan, Inc./Plato Learning
1997-2001	Principal	Reagan High School, Austin
1994-1995	Adjunct Professor	University of Houston, Victoria
1990-1997	Principal	Stroman High School, Victoria
1988-1990	Principal	Dudley Gifted/Talented Magnet
1984-1988	Assistant Principal for Instruction	Victoria High School
1977-1984	Teacher: English	Victoria I.S.D.
1974-1977	Teacher: Language Arts	Beeville I.S.D.
1971-1974	Teacher: English	Port Arthur I.S.D.

### RESEARCH/PUBLICATIONS

Guest Editorial: Schools of Choice, Galveston County Daily News, Monday, April 19, 2010.

Article: Magnet School of America e-Choice Magazine, 2008

Dissertation: "Parent-Training Programs in Selected Texas Elementary Schools" Baylor University

Article: "The Vital Link: Parent Participation in School Improvement" *Instructional Leader*, publication of Texas Elementary Principals and Supervisors Association, V, IV, no 3, p2-3, 11 (June 1991) Co-author with Karleen Noake.

Article: "Sharing the Power: Prescriptions for Principals" *Instructional Leader*, publication of Texas Elementary Principals and Supervisors Association, V, IV, no 4, p.4-5, 8 (August 1991) Co-author with Karleen Noake.

Article: "Restructuring with Minimum Effort" *TEPSA Journal* (Spring 1991) Co-author with Karleen Noake.

Article: "Academic Teaming Using Covey's Seven Habits" *Texas Study* (Fall 1997)

## HONORS/ACHIEVEMENTS

Galveston Symphony Board Member	2012
President Magnet Schools of Texas	2011 – 2013
NAACP Unsung Hero Award	2011
Communities In Schools Lighthouse Award	2011
President Elect Magnet Schools of Texas	2009
Region 6 Representative for Magnet Schools of America	2009-2013
District Director for AVID	2008 - present
Instrumental in Galveston ISD Attaining Unitary Status	2008
Southeast Texas Regional STEM Advisory Board	2008
APQC Math and Science Student Achievement Study	2007
Galveston County Children & Youth Board Member	2007
Central Office Administrator of the Year	2006
Commissioner's Advisory Council for the Education of Gifted Students	1999-2001
Editorial Board of the Texas Association for the Gifted & Talented	1999
Texas Successful Schools Award	1997, 1998
Children's Defense Fund – Stand for children	1996, 1997
Greater Victoria Hispanic Chamber of Commerce Award	1996
Co-chair, High School Committee-Texas Assn. of Secondary Principals	1996
NAACP Outstanding Educator Award	1994
Governor's Gold Star School Principal	1992-1995
Facilitator for Project Peace	1993-1994
Administrator of the Year for Texas Association of Journalism	1992
Distinguished Education Award I/D/E/A Fellows Program	1991-1997
Region III Principals Academy	1992
South Texas Woman of the Year Award	1991
One of three finalists for Texas Administrator of the Year, ATPE	1991
Lead Teacher for the Golden Crescent Alliance for Minorities in Engineering	
State Advisor for Texas Future Teachers of America	
Texas Education Agency Curriculum Committee for Language Arts	
State Trainer for Texas Teacher Appraisal System	
TEPSA Academy II	

## PROGRAMS PRESENTED

Commencement Speaker at University of Houston/Victoria
Community Project – <i>Meeting the Needs of Disadvantaged Students</i>
Baylor University – <i>Building Self Esteem; Creative Problem Solving; At-Risk Students; Effective Teaching Practices</i>
Texas Association of School Boards- <i>Strategies for Involving Parents in School</i>
National Coalition for Marginal Students
<i>Making the Grade: Meeting the Needs of the Underserved</i>
Third Annual Integrated Learning Systems Users conference: <i>Working with Parents and the Community</i>
Phi Delta Kappa: <i>Year Round School – A Solution to Overcrowding</i>
Texas Association of School Boards/Texas Association of School Administrators Joint Annual Conference: <i>Successfully Meeting the Needs of a Culturally Diverse School</i>
Second National Conference on School Restructuring
TEPSA Winter conference: <i>Restructuring – Gathering the Work Crew</i>
National Coalition for Equality in Learning: <i>Teen Pregnancy and Parenting</i>
Association for Supervision and Curriculum Development, 47 <sup>th</sup> Annual Conference: <i>Corporate America in Public Schools – A Quality Investment</i>
Texas staff Development Council: Keynote Speaker, April 1992

**Marcia J. Proctor**



**EDUCATION**

**Doctoral work (12 hours), 2004, University of North Texas, Denton, TX,  
Emphasis in Educational Administration**

**Masters of Science, 1988, University of Central Texas, Killeen, TX,  
Emphasis in Computer Science/Vocational Education**

**Bachelor of Science, 1977, Rollins College, Florida, Elementary Education**

**PROFESSIONAL CERTIFICATIONS**

**Project Management Professional, Project Management Institute, 2003**

**Professional Certificate, State of Texas: Secondary Computer Information  
Systems, Vocational Data Processing, Secondary Mathematics, Elementary  
Mathematics, Elementary Education.**

**EMPLOYMENT HISTORY**

- **Galveston ISD, Director of Instructional Resources and Special Initiatives, 10/06 – present**
- **San Marcos CISD, Director of Instructional Technology, 4/05-10/06**
- **Education Service Center, Region 12, State Technology Planning Coordinator, 8/04 – 4/05**
- **Richardson ISD, Director of Technology Staff Development, 10/02 – 8/04**
- **Rockdale ISD, Director of Technology, 1/98 -10/02**
- **IBM/Tivoli, Project Manager, 10/90-1/98**
- **IRS, Systems Programmer, 8/89-8/90**
- **Various Government Contractors Ft. Hood, Manager, 8/87-7/89**
- **Killeen ISD, Computer Science/Computer Math Teacher, 1/86-8/87**
- **Lockhart ISD, Vocational Data Processing Coordinator/Instructor, 7/83-1/86**
- **Round Rock ISD, Computer Literacy, Math, and TAG teacher, 8/80-6/83**

***Addendum to the resume of Marcia Proctor  
of  
Significant Accomplishments***

**Galveston ISD**

- Provided daily budgeting and purchasing oversight of current Magnet Grant including implementation until Project Coordinator was hired.
- Provided daily implementation oversight for over \$25 million in discretionary grants
- Provided daily oversight and direction of district technology functions in the MIS department on an interim basis at the request of the superintendent
- Coordinated with vendors providing network and security services, teacher gradebook application, and student information and finance system application
- Coordinated the technical requirements for the network cabling and equipment for a campus being renovated
- Managed and coordinated the District's E-Rate grant applications and funding awards
- Facilitated the Grade Reporting procedures with the campuses
- Revised the Acceptable Use Agreements for students and staff members
- Served as a planning Committee member for the selection of a new electronic data system; providing technical input for the RFP requirements
- Directing the Reading First Program, including coordination with the State Technical Assistant, the four campus principals, and the four campus Reading Coaches

**San Marcos Consolidated ISD**

- Managed the procurement of over \$1 million in science and technology equipment
- Facilitated the deployment of the wireless mobile carts throughout the district
- Technology Project Manager for the new school construction project
- Coordinated with Technical Services Department to ensure that Instructional Needs were implemented
- Developed and implemented an online internet safety program
- Managed Spring and Summer TAKS test administrations, interim assessments, data disaggregation and online benchmark testing (PASeries)
- Project Manager for District Student Data Management System, including gradebook and interim assessments.
- Responsible for E-Rate and vendor coordination for E-Rate contracts and implementation
- Chaired District Technology Committee in the process of Technology Plan development and evaluation
- Responsible for District Libraries and RIF program
- Supervised from 2 to 10 staff members during my tenure

**Education Service Center, Region 12, Technology Planning and E-Rate Support Center**

- As State Technology Planning Coordinator, implemented the Texas STaR Chart and Texas e-Plan systems for TEA
- Supervised 2 paraprofessionals, who manage the STaR Chart and e-Plan Help Desk
- Developed programming specs, interface with programmers, managed system upgrades and maintenance
- Coordinated system documentation (web based) and training for Superintendents, Campus Principals, and Teachers
- Delivered training to ESCs through the TETN network
- Facilitated State Educational Technology Planning Committee Communications
- Communicated with and advised TEA, Regional Service Centers, Districts, Campuses, Teachers

# Mitzi McAfee



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## **EDUCATION**

### **University of Houston-Victoria, Victoria Texas**

- B.S. Elementary Education Mathematics Specialization Grades 1-8 - 1980
- M.S. Education, Curriculum & Instruction - 1991
- Reading Specialist Certification – 1991
- Mid-Management Certification - 1997

## **WORK EXPERIENCE:**

- **Galveston ISD, Galveston, Texas** **2011 - present**  
**TIF Project Coordinator**
  
- **Calhoun County ISD, Port Lavaca, Texas** **1997- 2011**  
**Jackson-Roosevelt Elementary – Principal**
  - Focus – Improving the Academic Performance of All JR Students – Recognized or Exemplary Campus past 13 years
  - Full supervisory responsibilities for 102 staff members
  - District Bilingual campus
  - Implemented Balanced Literacy Program
  - Unique Student Enrichment Program the Included Ballet Folkloric, Dance Enrichment, Honor Winning Children’s Choir, Dance and Cheer Program, Art and Sports Enrichments.
  - Emotionally Disturbed and Functional Life Skills Programs
  - Strong Parent and Community Involvement Programs
  - Model Tutorial/Enrichment Program
  - Implemented RtI Program
  - Facilities improvements –\$17 million Building Renovation Project 2007-2010 Responsible for Daily Project Management
  
- **National Consultant for Equity in Education** **2002 – 2004**
  - Trainer /Consultant Specializing in TQM, Effective Schools and the Brazosport Model for Academic Achievement
  - Worked with Schools in California, Indiana, Florida, Arizona, and Georgia to Improve Student Performance

- **Region III - Victoria, Texas** **1992 - 1997**  
**Education Specialist-School Accountability**
  - Regional Specialist Data Disaggregation/Campus Improvement Planning/State Accountability
  - Testing, Assessment, and Measurement Specialist
  - School Board Trainer
  - Ed. Specialist for Identified Low Performing Campuses – Primarily Secondary
  - Trainer – Leadership, Math, TQM, Team and Consensus Building, Curriculum, CIP Development
  
- **Bloomington ISD, Bloomington, Texas** **1991-1992**  
**Curriculum Coordinator/Reading Specialist**
  - Curriculum Development and Maintenance K – 12
  - Title I Coordinator
  
- **Bloomington ISD, Bloomington, Texas** **1980-1991**  
**Elementary School Teacher**
  - Teacher 2<sup>nd</sup> and 3<sup>rd</sup> grades
  - G/T Teacher
  - ESL Teacher

**DEVELOPMENTAL ACTIVITIES AND LEADERSHIP TRAINING:**

- Member National Distinguished Principal Selection Committee for Texas 2009 – Present
- Chair TEPSA Nominating Committee – Developed Equitable Rubrics for Selection of State Officer Candidates 2009 - Present
- Harvard Graduate School of Education – Leadership: An Evolving Vision Summer 2010 (ongoing, annual cohort staff development)
- TEPSA eAcademy - Leadership Technology( 1 year cohort group)
- TEA Committee for Teacher Preparation Effectiveness – Contributed to the Development of Survey Currently required for all Texas Principals.
- Class Fellows Program( 2 yr cohort group – TEPSA)
- TEPSA Leadership Academy VIII(2 year cohort group)
- SASA Principal Assessor
- Professional Workshop Presenter
  - Regional Education Workshops
  - TEPSA District Meetings
  - TEPSA Summer/Fall Conference
- Certified Trainer
  - Dupont Leadership Development
  - Covey – First Things First  
Principal Centered Leadership
  - Total Quality Management
  - PDAS (Professional Development Appraisal System)
- Technology Leadership Academy(Gates Foundation)

**Susette F. Mahaffey**



**Current Position:**

**School Improvement Manager  
Galveston Public Schools  
3906 Avenue T  
Galveston, TX 77550  
409-761-3949**

**Education:**

**Austin College, BA 1972  
Austin College, MA 1977**

**Further study (33 Hours):**

**University of Arkansas at Little Rock  
University of Arkansas in Fayetteville  
Arkansas Tech University  
Ouachita Baptist University**

**Certification:**

**Elementary Education 1 – 6 in Arkansas  
Reading Endorsement in Arkansas  
Texas Elementary Self – Contained, Grades 1 – 8  
Texas Elementary Psychology, Grades 1 – 8  
(Have passed Reading Specialist assessment in Texas)  
PDAS Endorsement in 2012**

**Employment:**

<b>Fort Smith Public Schools at Barling Elementary</b>	
<b>Reading Recovery Teacher</b>	<b>8 years</b>
<b>1<sup>st</sup> Grade</b>	<b>15 years</b>
<b>6<sup>th</sup> Grade</b>	<b>3 years</b>
<b>3<sup>rd</sup> Grade</b>	<b>2 years</b>
<b>Galveston</b>	
<b>7<sup>th</sup> Grade English/ Department Chair</b>	<b>1 year</b>
<b>2<sup>nd</sup> Grade Lead Teacher for Reading</b>	<b>1 year</b>
<b>Curriculum Specialist for Literacy, Grade K - 8</b>	<b>2 years</b>
<b>School Improvement Manager</b>	<b>4 years</b>

**Responsibilities as School Improvement Manager:**

**District Testing Coordinator  
Responsible for Campus Curriculum Facilitator team**

**Grant Writer**

Chair of both Reading Textbook and Grammar/ELA textbook adoption

Work with teachers in reading curriculum

Do classroom walk throughs to observe reading instruction

Staff development in assessment, reading instruction, and Thinking Maps

**Professional Development in the Fort Smith District:**

Early Literacy Learning in Arkansas K - 2 training and district trainer

Effective Literacy in Arkansas 2 -- 6 training and district trainer

Arkansas Leadership Academy Strategic Team member

Arkansas Leadership Academy Teacher Institute / Forum I

Arkansas Leadership Academy Coaching Institute

Arkansas Leadership Academy Team Coach at Math & Science Institute

Arkansas Leadership Academy Teacher Learning Coach

Arkansas Leadership Academy Peer Learning Coach

Presenter at NCA Convention and AASCD Convention

Pathwise Mentoring for Novice Teachers and Students Teachers

Onward to Excellence grant writer and facilitator for this Comprehensive

School Reform Demonstration grant program

Staff development trainer in standards based classrooms and lesson planning

**Professional Development in Galveston:**

Texas Reading First Strategic Leadership Conferences

Texas Reading First Advanced Coaching Institutes

Texas reading First Advanced Administrative Institutes

Reading First National Convention

Scholastic Book Summit

ADM training

Assessment training

**Other responsibilities:**

**Arkansas:**

ACSIP Chair (Arkansas Accreditation Plan)

Grant writer -- authored grants for \$200,000+ for Barling Elementary

Facilitator for Onward to Excellence for the 3 years of the grant program

Mentoring a first year teacher in 2003 -- 03 & 2004 -- 05

Mentoring a student teacher in the spring of 2005

Teaching staff development for the district and school building

**Galveston:**

Department chair in middle school

Lead teacher in literacy at the elementary school

Staff development

Presenter at the NCLB Parent Involvement Conference

Desirée Hartnett, the BE/ESL Coordinator for GISD, is a Galveston native and graduate of the local high school. After earning a Bachelor's degree in English and her ESL endorsement, she taught ESL from 1982 to 2008. Since earning her Master's degree in 2003, she has taught the Bilingual/ESL Standards courses with the PACT (Partners in Alternative Certification Training) Program for new teachers to earn BE-ESL certification at the College of the Mainland. Given this experience, Ms. Hartnett is exceptionally equipped to prepare GISD staff to accommodate their growing LEP population. As part of the TEA's required improvement plan, one of the district's principal tasks is to increase the number of ESL certified personnel. By preparing current content-certified GISD teachers to take the ESL state educator exam and become ESL certified, the district can move from a pull-out to a content-based ESL program which research shows to be a much more effective model.

In this model, the English learner does not leave his core-content class to be tutored by another teacher, but is taught there in the class using differentiated and sheltered teaching strategies. While this inclusion model increases teacher accountability and student performance, it also requires much more teacher and student support (especially for those who have English learners with minimal English proficiency and whom will need access to English-language development software, manipulatives, and native-language resources). The coordinator is additionally dedicated to ensuring that all staff members receive training in the Sheltered Instruction model. Due to the high drop out rate of LEP students in grades 7-12, the initial training has focused on secondary and new teachers; however, the goal for 2010-11 is to have all teachers trained in sheltered strategies so that all educators can help support the English learners of Galveston.

# **PATRICIA BROWN**



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## **SUMMARY OF QUALIFICATIONS**

- ❖ Strong leadership and budget management abilities
- ❖ Excellent oral and written communication skills
- ❖ Innovative ability to design, develop and conduct multiple projects and tasks
- ❖ Advanced skill set necessary to meet deadlines and maintain focus on campus and district goals
- ❖ Nationwide professional network with academic peers
- ❖ Consistent ability to implement and effectuate theory into results based practices
- ❖ Exceptional management and organizational skills
- ❖ Ability to work as a team leader or member
- ❖ Knowledge of general educational law and protocol
- ❖ Extensive knowledge and experience in the areas of special education law, policy and procedures

## **ACCOMPLISHMENTS**

- ❖ Increased student state assessment scores by 65% overall in a single school year
- ❖ Increased parental involvement 50% through school wide enrichment programs and parent training opportunities
- ❖ Decreased teacher turn over from 57% to less than 2%
- ❖ Developed a school wide tardy system that decreased tardies by 97% and increased bell to bell instruction campus wide
- ❖ Developed and conducted curriculum writing for state standardized test in reading, mathematics and science for all elementary and middle grades
- ❖ Developed relationships with local business partners that increase monetary
- ❖ Sustained a consistent student attendance rate at an average of 95% donations in excess of \$10,000
- ❖ Served as Executive Board President for a childcare / early childhood school / after school care facility serving children from birth to fifteen years old

## **PROFESSIONAL EXPERIENCE**

### **Leadership, Budget Management and Curriculum Development**

- Manage budgets in excess of half a million dollars, including federal, state and local funding.
- Acquire and manage grant funding in excess of half a million dollars.

- Deliver technical assistance, consultation, and resources to teachers, parents, and administrators in areas of expertise to enhance the delivery of services and instruction to students
- Plan and conduct effective Professional Learning Communities and staff development relevant to campus instructional needs
- Conduct vertical alignment sessions for school wide improvement at the elementary and middle school levels
- Facilitate the implementation of data driven initiatives to help increase student achievement
- Conduct on-site technical assistance in curriculum planning, desegregation of data, standardized test analysis, and develop improvement plans
- Serve on local school district committee for the development of district and campus common assessments
- Review, recommend and/or procure materials and supplies for use in all curricular areas and/or special programs
- Serve on curriculum committees to review current trends, evaluate instructional programs, and implement necessary changes
- Serve as liaison between the public schools, corporate business partners, and community to increase awareness and support of the instructional programs
- Manage materials to supply instructional programs and maintain inventory control with less than 10% shrinkage
- Provide technical advice and assistance to state textbook committees reviewing adoptions for all curriculum areas
- Conduct professional and teacher performance appraisals
- Write grant proposals for staff development, training and instructional purposes
- Train school district and child care personnel working with children from birth to sixth grades in effective instructional strategies and teaching practices

**Work History**

2012-Current	Galveston Independent School District <b>District Magnet Coordinator</b> <b>District Response to Intervention Coordinator</b>	Galveston, TX
2010-2011	Houston Independent School District <b>Middle School Principal</b>	Houston, TX
2006-2010	Alief Independent School District <b>Middle School Principal</b>	Houston, TX
2000 - 2006	Lamar Consolidated Independent School District <b>Middle School Principal</b>	Rosenberg, TX
1996 - 1999	Alief Independent School District <b>Elementary School Assistant Principal</b> Pre Kindergarten through Fourth Grade Special Education Supervisor / Resource and Structure <b>Intermediate School Assistant Principal 5/6</b>	Houston, TX



## Objective

### Instructional Technology Coordinator- Galveston ISD-

- Consults with administration, teachers and faculty regarding effective use of technology in their learning environment,
- Provides training and instructional design expertise for staff relating to technology applications in their curriculum, content delivery, and assessments to enhance student achievement,
- Manages the production process for instructional technology solutions,
- Supports faculty development in technological and pedagogical areas,
- Works within a collaborative, team-based environment and coordinates activities with other GISD staff.

## Experience

### Operations Supervisor, Health and Human Resources-US Government, 1976-1988

- Promoted from Claims Representative to the youngest Operations Supervisor in the country at the time responsible for 30+ employees, thousands of recipients, and millions of dollars of US Funds.
- During tenure as Operations Supervisor, Bryan TX Office received the Commissioner's Citation for moving from the lowest-performing district office to the top rated district in a five state region.
- Received an Outstanding Employee Citation.
- Discovered propensity for technology and training as coordinator and trainer for U.S. Government Regional Data Review Technicians' Schools.

### Media Technical Specialist- Coppell High School 1992-1994

- Managed the technology budget for the high school
- Assisted in coordination of implementation of first campus networking in district as well as district wide networking
- Initiated donation of over 200+ computers from IBM to Coppell HS teachers and staff and coordinated implementation
- Supported student and staff in their first uses of the new "Internet".
- Conducted video conferences for science department to view brain surgery in progress from University of Texas Southwestern Medical Center

### Campus Technology Coordinator - Wilson Elementary School-Coppell, TX 1994-2002

- Managed technology budget for the campus and ordered equipment
- Technical support and maintenance of all technology hardware and software
- Assisted teachers in implementation of technology into their curriculum
- Taught technology applications to all students - K-5
- Supported all staff in use of technology
- Received Outstanding Employee of the Quarter and Outstanding Employee of the Year

### Technology Applications Teacher - Highland Park ISD-Highland Park, Tx 2001-2002

- Taught Web Mastery I while obtaining teacher certification
- Developed project based curriculum for course



Technology Applications Teacher - Keller High School Keller, Texas. 2002-2006

- Taught Web Mastering I , II, Digital Graphics I II, A+ Certification and N+ Certification
- Developed innovative courses
- Students created and published real world websites for businesses in Keller, Texas, achieved A+ and N+ Certification status, and were able to enter technology jobs prior to graduation from High School.

District IT Coordinator - Galveston ISD, Texas 2007-present

- Consults with administration, teachers and faculty regarding effective use of technology in their learning environment,
- Provides training and instructional design expertise for staff relating to technology applications in their curriculum, content delivery, and assessments to enhance student achievement.
- Manages the production process for instructional technology solutions,
- Created GISD Employee Intranet and Employee Portal
- Administrates and trains on GISD website
- Supports faculty development in technological and pedagogical areas, and
- Works within a collaborative, team-based environment and coordinates activities with other GISD staff.

B.A -Stephen F. Austin University Spring 1978

Graduated with honors- Magna Cum Laude with majors in English and History

Certifications 2002 to present

Technology Applications Certified Teacher - 8-12  
GT Certified

### Skills

#### General:

Coordination; collaboration; communication; ability to grasp technology programs and operations rapidly and translate necessary concepts into non-technical language;

#### Specific:

Coordination and Management of Technology Hardware and Software Implementation

Knowledge in Microsoft Office Products

HTML Web Page Programming language

K-12 Software Applications

Windows and Mac Operating Systems

Research skills to stay current with technology updates and trends

**WARNER D. ERVIN**  
**Director for Advanced Academics**  
**Galveston Independent School District**



**Summary**

Over 38 years of solid tenure, interest and involvement in various positions in the educational system of the Houston Independent School District (HISD), including supervising, mentoring and creating high quality instructional teams. Self-motivated with good interpersonal skills and a thorough knowledge of teaching, administrative practices and procedures as well as consultation and guidance. Well organized and a team player with excellent verbal and written communication skills. Strong work ethic, enthusiastic, and good sense of humor. Ability to thrive in a fast-paced, changing and high-pressure environment whether structured or unstructured. Proven solid leadership abilities.

**EDUCATION**

1976	Administrative & Superintendent Certification Prairie View A&M University
1974	M.S. Degree, Health & Physical Education Texas Southern University
1973	B.S. Degree, Health & Physical Education Texas Southern University

**WORK EXPERIENCE**

October 2010 – Present	wEw Educational Consulting (President/Owner) Clients: The Bridge School; Houston ISD (HISD); Galveston ISD – Director for Advanced Academics
August 2010	Retired – HISD Regional Superintendent
2000 – 2010	HISD Regional Superintendent – South Region (Included 40 schools – 30,000 students)
1972 – 2000	- Principal, James Madison High School - Principal, James D. Ryan Middle School - Principal, Charlotte B. Allen Elementary School - Asst. Principal, Booker T. Washington High School - Asst. Principal, Patrick Henry Junior High School/(Middle School) - Teacher/Coach, M. C. Williams Junior/Senior High School - Teacher/Coach, George Washington Junior High School - Recreational Director, George Washington Junior High School

**MEMBERSHIPS/COMMITTEES**

- Houston Association of School Administrators-Past President
- National Alliance of Black School Educators
- Past Member, Texas Association of Secondary School Principals-Board of Directors

- Past Member, National Association of Secondary School Principals
- Past Member, HISD Superintendent's Ad Hoc Committee
- Past Member, HISD Decentralization Committee
- Brentwood Baptist Church (Greeters Ministry)
- Life Member, Kappa Alpha Psi Fraternity
- Life Member, Houston Livestock Show & Rodeo (HLS&R)
  - Lifetime Vice President
  - Past Corporate Secretary -2010-2011
  - Vice President – 2008 – 2011
  - Board of Directors - 2001 – Present
  - Educational Review Committee -2005-2008; 2011-Present
  - Chairman, Black Go Texan Committee – 1999-2002
  - Calf Scramble Arena Committee – 2003 – Present
- Honorary Deputy Constable, Ft. Bend County Precinct Two
- Airport Rangers Association
- Texas & Southwestern Cattle Raisers Association
- Past Member, State Bar of Texas Grievance Committee
- Past Member, Houston Citizens Police Academy

### **ACCOMPLISHMENTS**

**Increased number of Recognized/Exemplary campuses in the South Region of HISD from “zero” in 2000 to approximately 70% in 2009. Incremental gains were made during a demographic transition.** As principal, implemented the PreAP/AP Program at Madison High School to challenge students and create a college-bound culture

As regional superintendent, strongly supported and supervised implementation and maintenance of the PreAP/AP Program in all middle and high schools in the Houston ISD South Region

Implemented regular small group sessions (after hours) for new principals in region

Philosophy of education is that every child can learn if we do what is right for children, because every child has a right to a quality education. To this end, while at Madison High School, initiated programs for the severely mentally/physically challenged student, reduced dropout rate through various methods including instituting Math and Language Arts labs for struggling students in order to close the achievement gap and developing on-line, computer based GED lab, developed a Meteorology & Space Science Magnet Program, initiated mandatory TAAS tutorials, as well as college credit classes; responsible for students improving TAAS passing rate from mid 40% to approximately 90% from 1992-2000, school's enrollment increased from 1500 to over 2000 students; featured and recognized by *Newsweek Magazine*, *The Miami Herald*, *The San Antonio Media* and the Japanese Educational Television Station; initiated first region-wide labs for school personnel to improve data quality.

Demonstrated involvement and concern for the “total” student, which led to involvement in the Houston Livestock Show & Rodeo with the objective of benefitting youth and education (volunteers as Lifetime Vice President and serves on Board of Directors) Commitment as Chairman of a HLS&R committee led to providing numerous scholarships for students in the Greater Houston Area. Received funding for two years from GE for 1,000 students in the Houston area to attend the HLS&R. Annually sponsors a participant in the calf scramble at the HLS&R.

# ***Jacquelyn D. Williams***

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## **EDUCATION:**

**Prairie View A&M University, Prairie View, TX**  
*Bachelor of Science in Education, 1975*

## **PROFESSIONAL EXPERIENCE:**

**Galveston Independent School District**

**Galveston, TX**

*District Secondary Mathematics Coach (2011-Present)*

- Guided secondary mathematics teachers (who participated in a Math Grant) to improve instruction in mathematics.
- Coordinated and presented after-school math training sessions for secondary mathematics teachers
- Collaborated with the staff of RUSMP (Rice University School of Mathematics Project) to organize and provided content training/mentorship to secondary mathematics teacher in our district.
- Responsible for implementing the Secondary Mathematics Support Teachers Project

*Mathematics Teacher (1976-2010 Retired)*

- Taught mathematics to classes of 15-30 eighth grade students in each class.
- Developed, planned, implemented, and assessed mathematics lessons and activities.
- Supervised classroom and evaluated students progress

*Mathematics Department Chair (1991-2010)*

- Coordinated the development and implementation of middle school mathematics curriculum
- Tracked math teachers and analyzed data on students' performance on campus, district and state mathematics assessments
- Assisted math teachers in lesson planning and classroom activities
- Scheduled and presided over mathematics meetings
- Trained math teachers in numerous technologies and teaching strategies
- Handled department administrative tasks (i.e. preparing and maintaining important files and processing paperwork)
- Maintained, organized, and ordered supplies and instructional material for the department budget
- Kept abreast of the most recent research and trends impacting middle school mathematics

*Mathematics Lead Coach for Central Middle School (2008-2010)*

- Guided other math teachers to improve instruction in mathematics
- Supervised and set goals for other math coaches consistent with intended program outcomes

*Interdisciplinary Team Leader (1986-1991)*

- Coordinated the overall functions of the interdisciplinary team
- Coordinated team activities and field trips of students
- Scheduled and conducted team meetings and promoting cooperative relations among team members
- Assisted teachers with classroom problems

## **TECHNOLOGY SKILLS:**

Proficient in various technology used in the mathematics classroom, as well as Microsoft Office.

***References provided upon request.***

## **Kathleen Vaughn Curran**

### **Education**

**Southwestern University, Georgetown, Texas**

**Bachelor of Arts degree, Magna Cum Laude, Mathematics, Spanish, 1975, with teaching certification**

**University of Houston Clear Lake**

**15 Graduate hours in Mathematics, 1976 - 1978**

**3 Graduate hours in Education, 1978**

**Sam Houston State University**

**4 graduate hours in Physics, 1982**

### **Job Experience**

**1975-1995 Ball High School, Galveston, Texas, mathematics teacher of Fundamentals of Mathematics, Introductory Algebra, Computer Mathematics, Algebra 1, Geometry, Trigonometry, Analysis, Analytic Geometry, Linear Algebra, Calculus**

**1996-2008 Mathematics Coordinator for Galveston ISD, responsible for:**  
**Mathematics Curriculum development and refinement for PK – Algebra 1**  
**Professional development in math content for PK – Gr 12**  
**Professional development in data analysis for improved instruction for Gr 3 – Exit TAKS**  
**Professional development in vertical articulation for grades for PK – Gr 12**  
**Professional development for technology integration for PK - Gr 12**  
**Development of assessments for Gr 1 – Alg 1**

**2008-2010 Mathematics Coach Coordinator for Rice University working with Galveston ISD Secondary Mathematics Improvement Grant (part-time)**

**2008-2010 Mathematics Consultant for Galveston ISD for K-Gr 8 (part-time)**

**2010-Present Data Disaggregation Specialist and Instructional Coach Coordinator for School Improvement (TT1PS) grant at Ball High School**

### **Professional Development**

**Various content and instructional trainings, including:**

**Texas Association of School Administrators Curriculum Management Audit Training, Levels I and II, 50 hours**

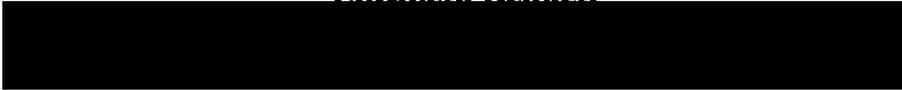
**Dana Center training in Algebra for Leaders**

**Region IV Educational Service Center trainings, including Algebra 1 and Algebra 2 Institutes, TexTEAM Institutes, Co-Teaching Modules, Instructional Modules for Diverse Learners, Matching Curriculum and Assessments, Math Benchmark Performance Assessments, and Classroom Walk-Through Training**

**QUILT Training (Questioning and Understanding to Improve Learning and Thinking) for Trainers, 25 hours, followed by responsibilities for district training and implementation**

**College Board Advanced Placement Calculus Institute**

**Elizabeth Bennett**



**Education/Certification**

**Master's Degree** Educational Administration: Lamar University,  
Beaumont, TX, 2009

**Bachelor's Degree** Elementary Education: University of Houston-  
Clear Lake, Houston, TX, 1988

**Principal Certificate** Texas (K-12<sup>th</sup>)

**Teacher Certificate** 1<sup>st</sup>-8<sup>th</sup> Elementary Education, Texas

**Professional Experience**

**District RTI Coordinator**

Galveston Independent School District, Galveston, TX, Aug. 2012-present

**Magnet Coordinator**

Parker Elementary School of International Studies, Galveston, TX, Jan. 2011-2012

**Intervention Specialist**

Parker Elementary School, Galveston, TX, 2008-2011

**Reading Coach**

Parker Elementary School, Galveston, TX, 2006-2008

**Third Grade Teacher**

Parker Elementary School, Galveston, TX, 2001-2006

Scott Elementary School, Galveston, TX, 1995-2001

San Jacinto Elementary School, Galveston, TX, 1989-1995

### **Leadership Experience**

- **Facilitator:** District implementation of Renaissance STAR Reading Universal Screening and Progress Monitoring for grades 5-8, Galveston, TX, Oct. 2012
- **Facilitator:** District implementation of MSTAR Math Universal Screening and Progress Monitoring for grades 5-8, Galveston, TX, Sept. 2012
- **Facilitator:** District implementation of AIMSweb Reading and Math Universal Screening and Progress Monitoring for grades K-4, Galveston, TX, Sept. 2012
- **Coordinator:** GISD's RTI campus facilitators, Galveston, TX, Sept. 2012-present
- **Presenter:** Magnet Schools of America National Conference, Dallas, TX, May 2012
- **Presenter:** Magnet Schools of America State Conference, Aldine, TX, Nov. 2011
- **RTI Facilitator:** Parker Elementary School, Galveston, TX, 2008-2011
- **Skyward Trainer:** Parker Elementary School, Galveston, TX, 2008-2011
- **Summer School Facilitator:** Parker Elementary School, Galveston, TX, 2007-2011
- **Transportation Facilitator:** Parker Elementary School of International Studies, Galveston, TX, 2006-present
- **Third Grade Team Leader**  
Parker Elementary School, Galveston, TX, 2003-2005  
Scott Elementary School, Galveston, TX, 1995-2001
- **Spirit Team Director**  
Parker Elementary School, Galveston, TX, 2001-2007
- **Owlette Dance Sponsor**  
Weis Middle School, Galveston, TX, 2005-2006
- **Chairperson/Member Numerous School Committees:** 1989-present

### **Professional Affiliations**

- Association of Texas Professional Educators, 2002-present

### **Honors and Awards**

- "Top 50" Teacher, Rotary Club and GISD, Galveston, TX, 2008
- "Top 50" Teacher, Rotary Club and GISD, Galveston, TX, 2001
- Teacher of the Year, Scott Elementary School, Galveston, TX, 1999-2000
- Teacher of the Year, San Jacinto Elementary School, Galveston, TX, 1992-1993

### **Professional References**

Patricia Brown, District Magnet Coordinator  
Galveston Independent School District  
3904 Ave T  
Galveston, TX 77550  
(409) 766-5118; [Patricia\\_Brown@gisd.org](mailto:Patricia_Brown@gisd.org)

Mariana Mueller, District Instructional Technology Coordinator  
Galveston Independent School District  
3904 Ave T  
Galveston, TX 77550  
(409)-761-3940; [Mariana\\_Mueller@gisd.org](mailto:Mariana_Mueller@gisd.org)

Melvin Bouldin, Jr., Principal  
Parker Elementary School of International Studies  
6802 Jones Drive  
Galveston, TX 77551  
(409) 761-6600; [Melvin\\_Bouldin@gisd.org](mailto:Melvin_Bouldin@gisd.org)

**Ellen Perry**



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**Professional Objective:** To obtain the position of District Coordinator for Career and Technical Education for the Galveston Independent School.

**Education:** Lamar University; Beaumont, Texas  
Bachelor of Arts, English and History, 1972  
Master of Education, Guidance and Counseling, 1973

**Certifications/**

**Licenses:** Professional Counselor—Life  
Professional Special Education Counselor—Life  
Provisional High School, English—Life  
Provisional High School, History—Life  
Licensed Professional Counselor, Renewed Annually  
Basic Mediation Training—Life  
Family Dispute Mediation Training—Life  
Peer Mediation Training Training—Life  
Peer Mediation Instructor—Life

**Professional**

**Experience:** Galveston ISD; Galveston, Texas  
2008-Present District Career and Technical Coordinator  
Galveston ISD  
2008-2009 Career and Technical Education Counselor  
Ball High School  
2004-2004 Part-time Counselor  
Burnet Elementary School  
2002-2003 Title Six Tutor  
Burnet Elementary School  
1988-2002 Counselor  
Greta Oppe Elementary School

Summer 1990 University of Houston; Clear Lake, Texas

**Instructor of Elementary Guidance  
University of Houston Clear Lake**

**1977-1988 Texas City ISD; Texas City, Texas  
Academic Counselor  
Texas City High School**

**January 1977- Special Education Counselor  
June 1977 Texas City ISD**

**1974-1976 UTMB; Galveston, Texas  
Teacher, Counselor  
Moody State School for Cerebral Palsied Children  
University of Texas Medical Branch (UTMB)**

**January 1973- South Park ISD; Beaumont, Texas  
May 1974 English teacher  
Hebert High School**

**Professional**

**Organizations American Association of Counseling and Development  
Texas Classroom Teacher' Association  
Texas Counseling Association  
Career and Technical Education Association**

## **Julie Schmid**

### **OBJECTIVE**

A management position wherein my outstanding interpersonal skills and diverse business background can be leveraged to improve organizational effectiveness.

### **PROFESSIONAL BACKGROUND**

#### **Consultant, Galveston ISD APEX Magnet Schools. Galveston, TX. 2011 to present.**

Responsible for the development of community partnerships, recruitment and publicity including

- community outreach
- advocate for school district
- public relations/media coverage
- events to promote magnet school choices
- design & create marketing materials – brochures
- recruitment of theme based community partners
- promote sustainability of magnet program
- support schools and teachers to facilitate & improve academic achievement
- promote diversity-prevent minority group isolation
- introduce magnet themed schools as schools of choice to parents
- maintain relationships with key community leaders

#### **Executive Director, Galveston ISD Educational Foundation. Galveston, TX. 2004 to 2011.**

Responsible for overall administration of this non-profit foundation, including

- facilitation of Executive Board decision making by providing necessary information
- scheduling, setting agendas, and participating in Executive Board meetings
- financial stewardship of foundation funds, in support of Finance Committee
- maintenance of QuickBooks accounting system
- coordinating work of Finance Committee to insure funding is available for Foundation commitments
- external financial audits as legally required, along with required legal filings.
- surveillance of community needs/programs which are symbiotic with the GISD Foundation
- participating on community boards which align with the mission of the GISD Foundation
- media coverage and special event planning
- donor management and development
- organizing / evaluating grant requests submitted to the GISD Foundation
- working closely with GISD to insure alignment between the Foundation and GISD
- interfacing with relevant state and national organizations to insure Foundation practices are current

Served as ad hoc “point” person for GISD following Hurricane IKE to manage the large volumes of relief donations to the district

#### **Teacher, Galveston Independent School District. Galveston, TX. 1997-2004**

#### **Director of Sales, San Luis Hotel. Galveston, TX. 1983-1986**

Responsible for all Sales Department activities including,

- recruitment and training of sales staff
- department budget development and control
- development of annual marketing plan
- contract negotiations
- revenue forecasts

#### **Corporate Sales Manager, Hyatt Regency. Houston, TX. 1981-1983.**

Responsible for executing a new marketing strategy to attract high revenue corporate accounts to the Hyatt Regency.

## Resumé

**Keith Mahaffey**  
**Austin College, B.A., M.A.**

**Ball High School – 2006 – present**  
**Galveston, Texas**

**Teacher – AP Psychology, Psychology, Sociology, World History**  
**Sponsor – National Honor Society**  
**Instructional Coach – ELA Department, 2011 – 2012, Math Department, 2012 – 2013**

**Southside High School – 1977 – 2006**  
**Fort Smith, Arkansas**

**Teacher, AP Psychology, Psychology**  
**Sponsor – Key Club**  
**Chairman of Campus Improvement Process for NCLB**

**Pottsboro High School – 1975 – 1977**  
**Pottsboro, Texas**

**Teacher – Special Education**

**Piner Middle School – 1975**  
**Sherman, Texas**

**Teacher – Social Studies, Internship**

**Member:**

**American Psychological Association**  
**Phi Delta Kappa**

# Matthew Neighbors

Instructional Coach, Galveston Ball High School

## Contact



## Address

4115 Avenue O / Galveston, TX 77550

## Profile

**Current Position** Instructional Coach for Math Department at Ball High School / Instructor for AP Human Geography / Varsity Boys Basketball & Cross Country Coach

**Availability** June 8, 2013

## Key Skills

Proficient in facilitating individual and group success through actualizing team skills, disaggregating data, and creating systems that support teacher improvement efforts.

**Cognitive Coaching Model**

**Software:**  
Excel, AWARE, Skyward

**Professional Learning Communities**

**Stakeholder Communications**

## Education

**2012-Present** **Principal Certification** – Region IV Educational Service Center, Houston  
Instructional Leadership, Legal Issues in Education, & Personnel Management

**1999** **M.S. Physical Education** – Texas Tech University, Lubbock  
Sports & Event Management, Summa Cum Laude

**1996** **B.S. Kinesiology** – Texas A&M University, College Station  
Top Student in College of Education, Minor in History, Summa Cum Laude

## Work Experience

**Instructional Coach, Ball High School, Galveston** **2010-Present**

- ✓ Have worked with Social Studies, English, & Math Depts.
- ✓ Historic Gains in state scores in past two years
- ✓ Action Research in Mentoring AA males presented at national conferences

**Teacher, Ball High School, Galveston** **2004-Present**

- ✓ World Geography, AP Human Geography
- ✓ AP Reader Human Geography
- ✓ Lead Teacher Geography
- ✓ 9<sup>th</sup>-Grade Teacher of the Year 2007
- ✓ Teacher Consultant, Glencoe World Geography textbook

**Teacher, Brownfield High School, Brownfield, TX** **1997-2004**

- ✓ Social Studies Dept Chair
- ✓ World Geography & World History
- ✓ GT Certified
- ✓ Head Boys Basketball and Cross Country Coach

## Activities and Interests



## References

**Joseph Pillar (Principal)**

**Jarald Temple (Asst Athletic Director)**

**Judy Koch (TEA consultant)**

**Patricia L. Healy**

[pattyhealy@glsd.org](mailto:pattyhealy@glsd.org)

**Current Assignment: Science Interventionist: Central Middle School**

- Conduct PLC's
- Help teachers use data to improve instruction
- Coach teachers to improve effectiveness of lessons
- Collaborate with teachers on lesson plans
- Model science lessons
- Provide constructive feedback
- Secure resources for lab activities
- Consult with district leaders to effectively follow district plan
- Lead teachers to support and consult with each other

**Teaching Experience**

25 years	Galveston ISD	Science Grades 6 & 8; Elementary GT Pullout teacher; District Science Specialist
2 years	Pasadena ISD	H.S. Physical Science & Geology
4 years	Nederland ISD	H.S. Biology, Swim & Basketball Coach

**Education**

M.S. Educational Leadership	Lamar University, Beaumont, TX	August, 2010
M.S. Elementary Education	University of Houston-Clear Lake, Houston, TX	August 1988
B.S. Physical Education, Biology	Lamar University, Beaumont, TX	May 1981

**References**

References are available upon request.

  
**Lois Annette Dalley**

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**Position** Principal

**Work experience** Spring 2010 Central Middle School/Galveston ISD  
Principal

2004-2010 L A Morgan Elementary/Galveston ISD  
Principal

2001-2004 Rosenberg Elementary/Galveston ISD  
Assistant Principal

1997 - 2001 Bolivar School/Galveston I.S.D. Galveston, TX  
Success For All Reading Facilitator

1995-1997 Bolivar School/Galveston I.S.D.  
2<sup>nd</sup> Grade Teacher

1993-1995  
6<sup>th</sup> Grade Teacher

1991-1993  
Resource/Helping Teacher 1<sup>st</sup>-6<sup>th</sup> Grades

1989-1991 High Island I.S.D. High Island, TX  
Substitute Teacher/SE Instructional Aide

**Education** 1987 - 1991 Lamar University Beaumont, TX  
Elementary Education with a Special Education Certification

1998 - 2000 Lamar University Beaumont, TX  
Master's Degree in Education with a Mid-Management  
Certification/Principal Certification

**References** Lynne Cleveland, Superintendant Galveston ISD (409) 766-5100,  
(409) 370-7757

Dyann Potzin, Director of Human Resources, Galveston ISD  
(409) 370-7706, (409) 766-5100

Beatriz Rodriguez, Assistant Principal, Morgan Elementary, Galveston ISD  
(409) 763-1333, (409) 370-7493

**Recognitions**

Teacher of the Year for Bolivar School	1993
Top 50 Teacher of the Year	1994, 1998, & 1998
GISD Administrator of the Year	2004-2005
GISD District Administrator of the Year	2004-2005
Galveston ISD Region IV Principal of the Year	2006-2007, 2008-2010

**Administrative  
Philosophy**

**“Strength lies in difference, not in similarities.” –  
Stephen R. Covey**

Professionally, I continue to acquire and utilize knowledge, which will contribute to the educational, social and spiritual growth of all children. To do this effectively I must convey this knowledge to those I work with, and be receptive to new ideas and knowledge.

Relationships that join people of different abilities and styles of thinking are opportunities for synergy. Instruction is ever changing, as a leader with a vision to improve the performance of a school, I will increase the power of teachers to make critical educational decisions, facilitate collaborative decision making and create a collegial growth-enhancing school culture.

As a disciplinarian, I want to provide fair, consistent guidance, which is necessary for children to be happy and successful in life. I want to be supportive, yet firm and allow them the freedom, which enables them to grow and develop through their own experiences. I want children to learn to respect themselves and all people.

I will establish and maintain an interpersonal leadership, which is built on trust that in turn builds strong relationships and flows from trustworthy people. I will listen empathetically and then express my ideas and feelings with courage and consideration for the ideas and feelings of others. I will take the time to search for solutions that will represent my values and beliefs as well as simultaneously representing others.

To be truly effective in all these areas, I must have a balance of high character and high competence. As I balance these elements, I will build personal trustworthiness with all that are around me. My belief in integrity, maturity, and abundance mentality will provide a strong foundation for high courage and high consideration of others.

# R. Diana Bidulescu



## Education/Certification

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- M.Ed. National Graduate School for Political and Administrative Studies  
Bucharest, Romania, 2010
- B.S. George Enescu University of Fine Arts and Design  
Iasi, Romania, 2002
- A.A. Anghel Rugina Computer Science Academy, 1995

## Leadership Experience

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### Magnet Program Coordinator

Central Media Arts Academy, Galveston, TX 77550, Jan. 2011- present

- Design the Media Arts program and infrastructure, outsource services, design activities and curriculum outlook based on vertical alignment within the district –Featured in Education Week
- Create and monitor Project management plan to reflect the Magnet theme
- Develop implementation schedule and devise sustainability strategies, ensure compliance with federal guidelines, prepare audit materials
- Devise strategies and schedule for equipment deployment, teacher PD, theme integration, PR, partnership activities, community service learning calendar
- Purchase equipment, software and subscriptions for educational materials
- Provide on-time support and training to teachers, model use of equipment, create graphics and video promo material, broadcast school and district events
- Develop and implement a Professional Development schedule relevant to Magnet and core curriculum goals and implemented technology
- Support teachers and staff in integrating magnet goals and ensure that the teachers share knowledge acquired in trainings and/or conferences
- Monitor and manage budget based on long range magnet technology and PD plan
- Analyze data with Grant Evaluator Agency and create quarterly reports
- Set up a Parent Liaison program and engage community and parents in school activities, philanthropy, sponsorships, create and maintain partnerships with local and national entities
- Establish student certification venue with dual credit and professional certification, as well as internship with local businesses
- Create PR video and graphic materials and hold presentations to publicize the program in order to reach projected enrollment; create and maintain program website

Adviser and presenter for new Media programs and technology.

**RTI Coordinator**

The Main Street Academy, Atlanta, GA 30337, 2010

- Evaluate student needs for placement into correct levels of RTI
- RTI meetings with grade level teams to assess progress
- Plan with grade level teachers and support staff to provide RTI instruction as needed
- Provided RTI training for teachers
- Centralize and interpret data
- Partner with outside educational non-profit agencies
- Organize volunteer tutoring schedule

**Site Testing Coordinator**

The Main Street Academy, Atlanta, GA 30337, 2010

- Participate in all district workshops and trainings
- Organize site testing
- Oversee compliance with state and district regulation
- Ensure that all district policies for receiving, securing, and pick-up of testing materials are followed exactly.

**Student Support Manager**

The Main Street Academy, Atlanta, GA 30337, 2010

- Work with teachers and parents to ensure immediate response for student academic progress
- Evaluate and devise site response plan
- Monitor teacher follow-up
- Collaborate with school and district staff to secure services for students
- Ensure compliance with state and federal regulations.

**Board Member**

Peachtree Arts Academy, Peachtree City, GA 30269, 2009-present

- Participate in Board meetings
- Participate in Hiring Committee
- Articulate new Academy vision, create long range technology plan, create and implement PR plan

**Head of Department for Electives**

The Lighthouse, Peachtree City, GA 30269, 2009

- Monitor cross-curricular integration throughout the department
- Create Electives schedule and syllabus, implement online learning environment and portfolio for electives
- Providing career counseling for graduating years; working with the parents and students to maximize choice of careers.
- Training teachers in recognizing at risk students and applying anger management techniques and procedures.

**Acting Head of Department Fine Arts**

Baylis Specialist Arts College, Slough, UK, 2007

**EDUCATION**

- **Master of Business Administration**, Lamar University, Beaumont, Texas, May, 1985  
Thesis: "The Development of a Computer Study Module for the Personnel Accreditation Examination in Employment, Placement and Personnel Planning," May 1985
- **Bachelor of Business Administration, Office Administration**, Lamar University, Beaumont, Texas, August, 1982

Lamar University Grade Point Averages:	Graduate	- 3.71
	Undergraduate	- 3.54
Lee College Grade Point Average:	Undergraduate	- 4.00
Texas A&M University at Commerce Grade Point Average:	Graduate	- 4.00

- **Teaching Certifications:**
  - Technology Applications, Summer 2003
  - Information Processing Technologies, Summer 1995
  - Vocational Education, Texas A&M University, Commerce, Texas, May, 1992
  - Secondary English, Summer 1990
  - Business Education, Lamar University, Beaumont, Texas, August, 1982
- **Certified Professional Secretary, (CPS)**, No. 5190004, August, 1984

**PROFESSIONAL DEVELOPMENT**

Current member of Texas Computer Education Association, International Society for Technology in Education, and Association of Texas Professional Educators. Past member of Texas Business Education Association and Texas Community College Teachers Association.

**PUBLIC SCHOOL WORK EXPERIENCE**

- **Galveston ISD - Central Middle School**  
3014 Sealy Avenue  
Galveston, TX 77550  
Technology Integration Specialist  
Campus Webmaster, Tech Support  
August 2011 - present

As the Campus Technology Integration Specialist, I assisted in determining technology needs, as well as researched, developed, and created technology resources, materials, and lessons for faculty to integrate technology. In addition, I provided training and support to the administration, faculty, students, and staff. Furthermore, I attended conferences and workshops in order to stay up-to-date on current and emerging technologies. Additionally, I worked with outside presenters in the scheduling of presentations and trainings.

As Campus Webmaster, I maintained the campus web site which included daily postings and updates, creating graphics, and training faculty in the SchoolCenters web site software. I also created an online iPad cart reservation system for easy access for faculty.

As Tech Support, I assisted MIS with assigned technology work requests formally, and informally assisted faculty, staff, and students with a variety of technological needs from software to hardware. I setup computer labs for professional development, faculty meetings, and on campus presentations and trainings. I maintained the servicing of 200+ iPads by updating and installing apps, servicing carts, and reserving. I deployed iPads, document cameras, video and digital cameras, and tablets.

- **East Chambers ISD**  
1931 State Hwy 124  
Winnie, TX 77665  
District Instructional Technology Coordinator  
District Webmaster, Campus Technology Specialist  
August 2005 - June 2011

As Instructional Technology Coordinator, I assisted administration, faculty, and staff with the effective use of computers and other technology in instructional and administrative programs district wide. Additionally, I contributed to the development of short- and long-range plans for the integration of technology into the curriculum as well as taught students and teachers integration lessons. Also I implemented and coordinated technology staff development and training programs. My other responsibilities included acting as software administrator for various programs, disseminating information regarding current research and developments in technology education, creating curriculum/lessons to be used in technology integration, monitoring and evaluating online course effectiveness, and attending trainings, workshops, and meetings on current and upcoming technology topics and issues.

## **Claudia McCullough Valastro - Page 2**

### **East Chambers ISD - continued**

As District Webmaster, I maintained the district web site which included posting daily school-related news, photographs, videos, and slideshows, updating athletic schedules and results, entering upcoming events on the web calendar, and creating logos and graphics. I modified and redesigned the original district web site, and I also created and added the technology department. Further, I assisted faculty with developing optional teacher web sites utilizing Word, FrontPage, Google Sites, and Quia.

As Campus Technology Specialist, I serviced primarily the intermediate and junior high campuses' hardware usage and maintenance and on occasion also high school and elementary campuses.

- ◆ **La Grange ISD**  
820 S. Vail Street  
La Grange, TX 78945  
  
High School Instructor: Technology Applications & Business  
BCIS I & II, Web Mastering, Accounting, Keyboarding  
August 1998 – August 2005  
  
Middle School Instructor  
Computer Literacy  
August 1995 – May 1998
- ◆ **Lancaster ISD**  
822 W. Pleasant Run Road  
Lancaster, TX 75146  
  
High School Instructor: Technology, Business, & Vocational  
Business Information Processing, Office Procedures  
August 1991 – May 1994
- ◆ **Waxahachie ISD**  
411 Gibson  
Waxahachie, TX 75165  
  
High School Instructor  
English – Sophomore  
August 1990 – May 1991
- ◆ **Chester ISD**  
P.O. Box 28  
Chester, TX 75836  
  
High School Instructor  
Business & Technology  
August 1989 – May 1990
- ◆ **Elgin ISD**  
P.O. Box 351  
Elgin, TX 78621  
  
High School Instructor: Business  
Accounting I & II, Keyboarding  
August 1985 – May 1988

### **COLLEGE WORK EXPERIENCE**

- Eastfield College**  
Dallas Community College District  
Mesquite, TX  
  
Computer Applications Instructor  
Part-time, Night  
January 1991 – December 1991
- Bee County College**  
(Currently - Coastal Bend Community College)  
3800 Charco Road  
Beeville, TX 78102  
  
Word Processing/General Business/Secretarial  
Science Instructor  
August 1988 – July 1989
- North Harris County College – East Campus**  
20000 Kingwood Drive  
Kingwood, TX 77339  
  
Office Administration Instructor  
Part-time  
June 1988 – August 1988
- Lamar University – Beaumont**  
Related Arts  
LU Station, Box 10043  
Beaumont, TX 77710  
  
Mid-Management Instructor  
Part-time, Night  
August 1987 – May 1988

**Molly McCormick**  
**GISD Balanced Literacy Coach**  
**Parker and Oppe**  
**Galveston, TX**

## **EDUCATION**

**Master's in Reading** Dec. 2008  
University of Houston Clear Lake  
Reading Specialist certification  
**Bachelor of Science, Interdisciplinary Studies** May 2000  
University of Houston Clear Lake  
General Education 1-8 certification  
Professional Development certification

## **TEACHING EXPERIENCE**

**Galveston ISD** July 2012 - present  
**Galveston, TX**

- Train and coach classroom teachers
- Prepare and present professional development
- Disaggregate data

**University of Houston Clear Lake** August 2011 – May 2012  
**2700 Bay Area Blvd**  
**Houston, TX 77058**

- Manage, teach, evaluate, and observe undergraduate students in Reading Practicum and Education Methods courses.

**Brazosport Community College** August 2010 – July 2012  
**Clute, Texas**

- Manage, teach and observe students in Reading, Writing, Early Childhood and Psychology courses

**Angleton Christian School** August 2010 – May 2012  
**Angleton, Texas**

- Manage, teach and observe students in English, Geography, and Bible content areas.

**National Park Service**  
**Big Bend National Park** Summer 2009, 2010

- Serve as a National Park Ranger in the interpretation dept.
- Activity and Group Leader for student classes and visitor
- Participated and organized lessons and programs for the park service
- Communicate within the park service department and visitors

**Brazosport ISD, Lake Jackson, TX**  
**Lake Jackson Intermediate School** August 2006 – July 2010

- Manage, teach and observed the 7<sup>th</sup> grade Read 180 Reading Intervention Program
- Manage, teach, and observed 7<sup>th</sup> and 8<sup>th</sup> grade students in Science & Teen Leadership

- Organizer and Leader of an Environmental Team working with community leaders outside of the school district
- Campus Planning Committee member
- Observed and taught on an "at risk" team

**University Houston Clear Lake  
"Kids-U" Summer Program**

**July 2007**

- Prepared lessons plans for SAT writing workshop
- Observed students and tutored individual needs
- Taught students to evaluate an authors' work

**Angleton ISD  
Angleton Middle School**

**Aug 2000- May 2006**

- Instruct 6<sup>th</sup> grade Language Arts, Social Studies and TAKS Workshops
- Evaluate test scores for improvement
- Diagnose and tutor struggling readers
- Develop and promote programs and tests to increase academic improvement campus wide.
- Plan and Organize Fine Arts Day including scheduling for the campus, recruiting artists from the community to participate, and providing hospitality.

### **HONORS**

- Ruthie Jackson 1<sup>st</sup> place Keep Texas Beautiful; 2010
- Honorable mention for Discovery *You Can Change the World Challenge*
- Selected as winner of the Lexus/Scholastic *Eco-Challenge* awarded \$10,000; 2009
- Ruthie Jackson youth award from Keep Texas Beautiful; 2009

**Technology:** MS Word, Excel, PowerPoint, MS Publisher, Internet Search and advanced search, Photoshop, DVD, Support Network, set-up and operation of: monitors, projectors, laptops, wireless internet and cameras CD, DVD,

**Curriculum:** Developed lessons and integrated units of study for 1 – 8 grades  
Implemented incentive programs for campus improvement  
Assessment and identification of struggling readers  
Differentiate curriculum to meet individual needs of students in my class  
Assessment: evaluate scores to plot growth and find strengths/weaknesses of students  
Develop grade level assessments to measure state standard objectives  
Design scope and sequence to align curriculum vertically

**Community Outreach:**

"Celebrity Readers" partnership between schools for a reading mentor program  
LJI Environmental Team working with County Investigator & Educational Program by students for students



4. Present subject matter according to guidelines established by Texas Education Agency, board policies and administrative regulations.
5. Plan and use appropriate instructional strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned.
6. Conduct assessment of student learning styles and use result to plan instructional activities.
7. Work cooperatively with special education teachers to modify curricula as needed for special education students according to guidelines established in Individual Education Plans (IEP).
8. Work with other members of staff to determine instructional goals, objectives, and methods according to district requirements.
9. Plan and supervise assignments of teacher aide(s) and volunteer(s).
10. Use technology to strengthen the teaching/learning process.

#### **Student Growth and Development**

11. Help students analyze and improve study methods and habits with media.
12. Conduct ongoing assessment of student achievement through formal and informal testing.
13. Assume responsibility for extracurricular activities as assigned. Sponsor outside activities approved by the campus principal.
14. Be a positive role model for students, support mission of school district.

#### **Classroom Management and Organization**

15. Create classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students.
16. Manage student behavior in accordance with Student Code of Conduct and student handbook.
17. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
18. Assist in selection of books, equipment, and other instructional materials.

#### **Communication**

19. Establish and maintain open communication by conducting conferences with parents
20. Establish and maintain school webpage with student activities, and information
21. Maintain a professional relationship with colleagues, students, parents, and community members.
22. Use effective communication skills to present information accurately and clearly.

#### **Professional Growth and Development**

- 23. Participate in staff development activities to improve job-related skills
- 24. Keep informed of and comply with state, district, and school regulations and policies for classroom teachers.
- 25. Compile, maintain, and file all physical and computerized reports, records, and other documents required.
- 26. Attend and participate in faculty meetings and serve on staff committees as required.
- 27. Perform all other duties as assigned by your principal.

**Supervisory Responsibilities:**

Supervise assigned teacher aide(s).

**Working Conditions:**

**Mental Demands/Physical Demands/Environmental Factors:**

Maintain emotional control under stress. Frequent standing, stooping, bending, pulling and pushing. Move small stacks of textbooks, media equipment, desks, and other classroom equipment.

*The Galveston ISD does not discriminate against any employee or applicant for employment because of race, color, religion, sex, national origin, age, disability, military status, or on any other basis prohibited by law.*

**Send application to:**

Galveston Independent School District  
 Human Resources  
 Dyann Polzin  
 3904 Ave. T  
 Galveston, TX 77550  
 Phone: (409) 766-5155  
 Fax: (409) 766-5102

**Application Deadline:** Applications will be accepted until position is filled.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of responsibilities and duties that may be assigned or skills that may be required.

**Employee's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Supervisor's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

# GRAYLING ALEXANDER



**OBJECTIVE** Contribution of proven abilities and value to the professional staff of an organization that values in-depth experience and consistent excellent performance; rewarding personal initiative with increased challenges, offering opportunities for career growth.

**EDUCATION** M.S. - Major: Research - Studies in the Futures  
University of Houston - Clear Lake

B.S. - Major: Industrial Technology, Minor: Business  
Prairie View A&M University, Prairie View, TX

Licensed Chemical Dependency Counselor, Texas Department of Health  
Certified Professional Life Coach, Light University  
Certified Strengthen Family Facilitator

## **SKILLS/QUALIFICATIONS - Administrative/Professional**

- Implemented National Directive of Communities in Schools at Risk Youth Program for seven Galveston ISD campuses, directly supervising staff of nine, while managing daily operations.
- Play active role in budget development, as well as, long/short term planning; provide resource management; train/evaluate staff.
- Act as liaison establishing community collaboration with various youth service organizations.
- Directly responsible for the successful development/implementation of a collaboration with the City of Galveston, providing community empowerment, addressing problem areas associated with alcohol/drug and gang violence; a five-year, \$600,000 program facilitating a board of 10 executive directors, 5 university level professors, as well as 7 city/county officials.
- Provided national-level, regional representation for seven states advising Senators/Representatives of alcohol, drug abuse and youth violence related issues.
- Established a community support system through guidance and counseling, addressing specific needs of drug/alcohol offenders.

# GRAYLING ALEXANDER

## SKILLS/QUALIFICATIONS - Additional

- Extensive training and working knowledge of activities in all areas of career field; ability to make a positive impact on a community/city/county/state level.
- Proficiency in implementing/directing/coordinating activities in all areas of my responsibilities, most often in high-energy environments.
- A team player; work equally well independently and as part of a team effort.
- Possess a positive approach to and identification of social needs of the community, with the ability to develop and execute plans to meet those needs and achieve goals.
- Excellent communication skills; interact effectively, developing/maintaining positive relationships.
- High success rate in achieving professional and personal goals.
- Committed to community/program goals and objectives.
- Emphasize positive community service as the prerequisite to success.
- Self-motivated with a desire for accomplishment.
- Strictly adhere to policies and procedures complying with all facility/community/city/county/ state/federal guidelines.
- Possess strong analytical and organizational skills; manage/inspire others to work in a team effort to attain goals

## ADMINISTRATIVE/PROFESSIONAL

**2011 – Present**

### **Family Engagement Specialist**

**GALVESTON INDEPENDENT SCHOOL DISTRICT – Galveston, TX**  
Oversees all activities related to involving parents, community and students in the afterschool program. In addition, I am responsible for assisting program coordinators in parent outreach, student outreach, planning family events and workshops, attending community events, and developing marketing and communication materials to raise the visibility of Galveston Community programs with the community, particularly amongst 21<sup>st</sup> Century participants.

**2008 – 2011**

### **Site Coordinator**

**GALVESTON INDEPENDENT SCHOOL DISTRICT – Galveston, TX**  
I was responsible for planning center activities, supervising staff and volunteers, completing 21st CCLC center reporting requirements. I formed relationships with school faculty, existing after school programs and resources to secure and leverage partnerships required for overall center success. I was also responsible for collecting all required data for submission to the 21st CCLC Director of Programs.

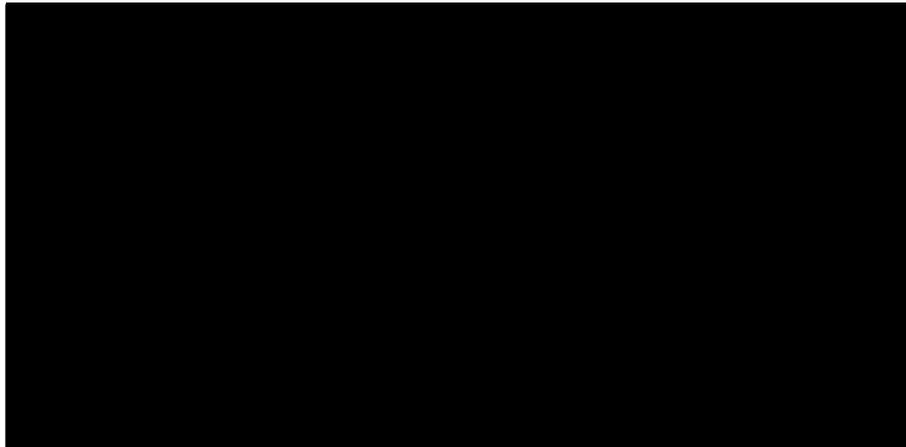
# Debra Owens

<b>Objective</b>	To become an administrator of a school and utilize my talents to help all students succeed.	
<b>Education</b>	2006	M.A. <b>Master of Science in Educational Management</b> University of Houston Clear Lake
	1986	B.A. <b>Bachelor of Arts in Mathematic</b> University of Houston Clear Lake
<b>Certification And Endorsement s</b>	2008	Certification in Educational Management
	2005	Temporary Assistant Principal Certification, State of Texas
	2005	Professional Development Appraisal System (PDAS), State of Texas
	2003	Gifted and Talented Endorsement, State of Texas Teachers Certification (8 <sup>th</sup> to 12 <sup>th</sup> ), State of Texas
<b>Supervisory Experience</b>	2012 – Present	Principal Scott Collegiate Academy
	2008– 2012 –	Principal Galveston Early College High School
	2008 -2009	Assistant Principal Austin Magnet Middle School
	2007– 2008	Interim Principal Austin Middle School Secondary Math Specialist Galveston ISD
	2007 Summer	Principal at Ball High Summer School; TAKS Coordinator for Summer administration
	2006 – 2007	Secondary Math Specialist Galveston ISD Coordinate and implement benchmark testing and TAKS test at BHS
	2002-2003	Dean of the Medical Academy, Alvin ISD
	1998-1999	Mentor of beginning Teacher, Pasadena ISD
	1999-2003	Varsity Girls Soccer Coach, Alvin ISD
	1996-1999	Varsity Girls Soccer Coach, Pasadena ISD
	1994-1996	Junior Varsity Girls Soccer Coach, Texas City ISD Inter Act sponsor
<b>Professional Experience</b>	2007 – 2008	Secondary Math Specialist Galveston ISD Testing Coordinator Austin Middle School
	2007 Summer	Principal Ball High Summer School; TAKS Coordinator
	2006 – 2007	Secondary Math Specialist Galveston ISD
	2003– 2006	Mathematic Instructor Member of TCHS Quest Member of the Teachers Advisory Board for National Honor Society Texas City High School Texas City Independent School District
	1999-2003	Mathematic Instructor/Varsity Girls Soccer Coach

Alvin High School  
 Member of the Site Based Management Team Alvin High School  
 Alvin Independent School District  
 1996-1999 Mathematic Instructor/Varsity Girls Soccer Coach  
 J. Frank Dobie High School  
 Member of the Site Based Management Team J. Frank Dobie HS  
 Pasadena Independent School District  
 1986-1996 Mathematic Instructor/ Junior Varsity Girls Soccer Coach  
 Texas City High School  
 Member of the Site Based Management Team Texas City HS  
 Texas City Independent School District  
 1988-1988 Mathematic Instructor  
 Santa Fe High School  
 Santa Fe High Independent School District

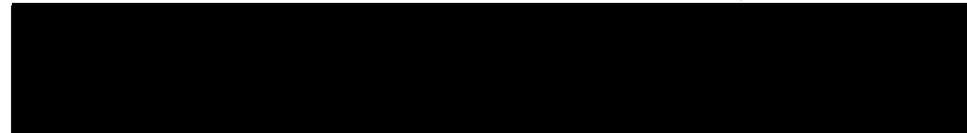
**Computer Proficiency** Windows XP, MS Word; MS Power Point, MS Excel; MS Access; Internet; Novell; Pro Web(attendance program); IG Pro(grade book program); ADM; TRIAND; SAM

**Achievements**



**Memberships** Texas Classroom Teachers Association  
 Texas Association of Soccer Coaches  
 Texas High School Coaches Association

**References** Cathy VanNess                      Dr. Annette Scott                      Dr. Kathy Barnett  
 Galveston ISD                      Galveston ISD                      ASE Resources, Inc.



## CURRICULUM VITAE

Shauntel D. Cooley

### ACADEMIC BACKGROUND

- 2011-present Lamar University, Department of Education, Beaumont, TX. Educational Technology Leadership Master's Degree Program. Expected graduation date March 2013.
- 2008 REEL Teaching and Learning Leadership Academy.
- 2006 North American Montessori Center. Coursework toward Lower Elementary Certification.
- 2004-2005 Galveston County's Partnership for Alternative Certification of Teachers.
- 1993 ENTRENA, Honduras. U.S. Peace Corps Training Facility. Coursework in Soil Conservation, Organic Farming and Spanish.
- 1987-1992 University of Oklahoma, Department of Zoology, Norman, OK. Bachelor of Science Degree received May 1992.

### PROFESSIONAL CERTIFICATIONS/LICENSES

- 2012 Licensed Principal (Texas)
- 2010 Licensed Challenge Course Facilitator (Association for Challenge Course Technology)
- 2005 Licensed EC-4th grade Bilingual Teacher (Texas)

### LEADERSHIP EXPERIENCE

- 2012 Technology Leadership Internship. Greta Oppe Campus of Coastal Studies. Galveston, TX (200 hours supervised by Jeff Liwag)
- Designed and Implemented Acceptable Use Policy for Parents
  - Managed user accounts and trained teachers on various educational software packages
  - Facilitated integration of technology products into all student projects
- 2012 Principal Internship. Greta Oppe Campus of Coastal Studies. Galveston, TX (207 hours supervised by Helena Aucoin)
- Collaborated with SBDM team to meet campus goals
  - Implemented Coastal Studies Magnet curriculum
  - Managed magnet personnel and budget
- 2011 Oppe Elementary School Magnet Leadership SBDM Team Leader/Mentor
- 2011 ETS Committee for Review of TExES ESL items
- 2011 ETS Committee for Review of TExES Bilingual items

2010 Galveston ISD Committee for PBMAS Review  
 2010 Magnet Coordinator  
 2009 Bilingual Curriculum Facilitator  
 2008 Bilingual Reading Coach

## **EMPLOYMENT HISTORY**

2012-Present **District Bilingual/ESL Instructional Coach.** Galveston ISD. Data gathering/analysis to identify training needs. Create professional development for teachers. Support and mentor new bilingual/esl teachers on 11 campuses grades Pre-K – 12th. Teach ESL for teachers with limited English abilities.

2011-Present **Contracted Item Writer.** Educational Testing Service. Creation of requested items for TExES Bilingual Educator Exam 164.

2011-Present **Magnet Coordinator.** Galveston ISD. Manage all aspects of Coastal Studies Magnet implementation. Hiring, teacher professional development, purchasing, goal attainment, curriculum integration, and student success.

2001-Present **Group Facilitator.** Texas Network of Youth Services. Group facilitation for youth and adults attending camps targeting at risk youth, foster children and families. Ropes course facilitation, large and small group leading, activity planning, cooking for and entertaining large and small groups.

2009-2011 **Bilingual Curriculum Facilitator.** Galveston ISD. Curriculum implementation and management for all subjects in grades K-4, creating assessments, professional development of staff, data analysis, district reporting, collaboration with leadership teams at campus and district levels.

2008-2009 **Bilingual Reading Coach for the U.S. Reading First Grant.** Galveston ISD. Teacher coaching and mentoring, test coordination, grant reporting, and maintaining teacher involvement in grant required activities.

2003-2008 **Bilingual Teacher.** L.A. Morgan Elementary School's Two Way Immersion Program, Galveston ISD. Teaching all subjects in Grades 1-4 to Spanish and English speaking students in a mixed classroom.

2000-2003 **Bilingual Case Manager.** Family Service Center of Galveston County. Group facilitation, community outreach, program design, curriculum design, teaching social skills and life skills to at-risk families.

1999-2000 **ESL Teacher.** English Circles, Inc. of Hokkaido, Japan. Teaching English as a second language and American culture, community outreach, curriculum design.

1997-1999 **Store Manager/ Green Team Coordinator.** Starbucks Coffee Company. Store management, hiring/firing, employee performance review, budgeting, purchasing, training, event planning, volunteer recruitment and supervision, coordinating store recycling programs for all stores in Colorado, New Mexico, Texas, and Utah

## RONG WANG

Ball high school

### Education

**Bachelor of Geology, Wuhan Institute of Technology, P. R. China, 1991-1995**

**Master degree , University of Houston, 2010 – now ( Pending)**

**Certificate – Texas Chinese teacher certificate (EC-12, since 2009 )**

### Summary:

- **Certified Chinese teacher in Texas**
- **Several years of practical Chinese (Mandarin) teaching experience**
- **Energetic, patient and caring personality**
- **Extensive professional administration experience**
- **Strong customer service and problem solving skills**
- **Bilingual: English/Chinese**

### Professional Experience

**2010-Present Chinese Teacher at GISD (Galveston Independent School District)**

- **AP Chinese class for Ball High School**
- **Chinese language class for grade 9<sup>th</sup> -12<sup>th</sup> at Ball High School**
- **Chinese language class for k- 4<sup>th</sup> grade at Parker Elementary School**

**2012 – Summer Teaching Chinese for Star Talk Program in Rice University of Houston**

**2007 – Present (Weekend) Huaxia Chinese School Houston, TX**

- **Teaching Chinese symbol, pronunciation, and words for Grade I, Grade III, Grade VII, Grade IX and another class from grade 7<sup>th</sup> -12<sup>th</sup>**
- **AP Chinese class**

**2003 – 2006 Eagle Travel Service, Tianda (Yunnan) International Travel Inc. CEO**

- **In charge of the management**
- **Training all current/new employees**
- **Outstanding Achievement in this travel service:**  
In 2003, 3 out of 10 tourist guiders that I trained were honored with “Golden Tourist-Guider” Collaborated with Yunnan Artist College, Yunnan University and MIT/the Chinese University of Hong Kong  
Opened a new theme for travel --- “travel and learning”, such as: Beijing University tour and Tsinghua University tour  
Organized the culture and communication between Yunnan University of China and MIT of USA

**2000 – 2003 Yunnan Dajia Travel Agency P R China Manager (Vice-president and CEO),**

- **Trained successful tourist guiders, scheme-operators, and sales & marketing representatives**
- **Compiled the teaching materials, such as: employee-manual, training-materials for tourist guider and scheme-operator, external trader, receptionist, special-travel case analysis, etc.**
- **Selected the teaching courses and plan, so that employee can learn the company’s culture and policy**
- **Used different training tactics, such as playing games, listening music, telling stories, question, discussion and live show, etc.**

**2000----1995 YUNNAN PHOSPHATE COMPANY, Kunming Yunnan Province P R China, Associate Geology Engineer, Economist**

**Patrick Vincent Burke**



**EDUCATION**

**Texas A&M University at Galveston, Pelican Island, Texas**

Bachelor of Science in Maritime Administration May 2007, Magna Cum Laude

Activities and Honors: Propeller Club Scholarship, Maritime Security Council Internship

Texas A&M Scuba, Golf, Crew

**Carnegie Mellon University, Pittsburgh, Pennsylvania**

August 2002 - May 2004,

**EXPERIENCE**

**Galveston Independent School District**

*Instructional Technologist, January 2010 -- Present*

- Mentoring 20 teachers to integrate technology into their lessons
- Providing Professional Development for a variety of hardware and software prior to and during lessons:
  - Mimio Interactive whiteboard, Mimio Notebook, Mobi Classroom Slate, CPS Responders, Interwrite Workspace, Study Island, MS Office, Skyward, and more.
  - Collaborating with teachers to plan, implement, and reflect on their usage of technology to improve instruction
  - Implementing the Target Tech in Texas Grant
- Math Department Chair, improving communication via technological initiatives
- Robotics Team Sponsor - Coordinate and mentor teams for competition in BEST and FIRST Robotics
- Gradebook Trainer - facilitate and assist fellow teachers in responsible and effective use of Skyward

*Teacher, August 2007 – January 2010*

- Instructor of Algebra 1, AP Computer Science, AP Statistics, TAKS Enrichment Classes
- Algebra Coach, Coordinate ongoing professional development with the Rice Coaches' Grant
- Sheltered Instruction ESL Instructor for Algebra 1

**Landry's Inc., Galveston, Texas**

*Bartender, May 2007 -- August 2007*

- Managed finances and customer service in a fast paced environment
- Develop personal skills due to a great deal of interaction with patrons

**Benna's Catering, Galveston, Texas**

*Captain, May 2000-August 2005*

- Work directly with the Owner, Clients, Chef, Sales and Maintenance groups
- Set up and manage catered events from small family gatherings to large corporate parties and weddings
- Organize and coordinate multilingual staff, accommodate client requests

**Galveston ISD, Galveston, Texas**

*Technology and Computer Specialist,*

- Refurbished hundreds of PCs for use in GISD schools
- Install local networks and implemented technology plans

**INTERESTS & VOLUNTEERISM**

- Eagle Scout, Conferred 2000
- Member, National Council for Teachers of Mathematics
- Remodeled house after Hurricane Ike

# Linda Markham Stickline

## PROFILE

I have over 20 years experience teaching preschool through 12th grade students, as well as, adults. I have held various positions throughout my career including Coordinator of District-wide tutoring initiative for 700 students, Coordinator of HEDA Tutors, Reading Coach, Classroom Teacher, Reading Recovery® Teacher, Literacy Group Teacher, Reading Intervention Specialist, Tutor, Staff Development Writer/Planner/Presenter, Parent Involvement Coordinator, Title I Liaison, Curriculum Writer, LPAC committee member, and Coordinator of district and state mandated testing (ITBS, TPRI, DRA, OS).

## EXPERIENCE

Galveston Independent School District

2009-2010

**Position:** HEDA Reading Intervention Specialist  
Chairman, ELA Textbook Adoption Committee

- Coordinated district-wide Sylvan tutoring initiative, working closely with principals, Sylvan personnel, school contacts, and administration.
- Coordinated/Mentored HEDA tutors at 3 campuses
- Taught and mentored 12<sup>th</sup> grade students through TAKS and beyond to Galveston College.
- Taught K-12 students in ELA
- Coordinated summer school reading tutors. Provided staff development and informal testing instruction (DRA), as well as taught 3<sup>rd</sup> grade students..
- Chaired the ELA Textbook Adoption Committee and saw it through to fruition. Will be providing training and staff development on new materials for teachers before school begins in the fall.

Galveston Independent School District

2008 - 2009

**Position:** K-1 Reading Coach for Galveston ISD's Reading First schools.

- Coached teachers through observation/feedback, modeling/discussion to help them understand and implement balanced reading throughout the district and teach the core reading program with fidelity
- Oversaw district mandated testing for K-3, including ITBS, TPRI, DRA (as necessary)
- Planned and presented staff development for teachers, tutors and paraprofessionals on various topics such as running records, interactive writing, literacy groups, comprehension strategies, guided reading, administering the TPRI test, planning and implementing the core reading program, etc.
- Worked closely with principals, program directors, teachers and curriculum coordinators to implement best practices for teaching reading
- Worked as a team to write and implement short/long term plans for reading/writing focus, implementation and instruction
- Assessed and problem solved puzzling/struggling students and give recommendations for intervention
- Worked to ensure RTI/NCLB guidelines were followed and met
- Attended all conventions, conferences, meetings related to Reading First
- Contributed to district newsletter monthly highlighting best practices throughout the district
- Managed hardware, software, accounts and data for TPRI testing
- Managed ordering and checkout/return of all district reading materials/Palm pilots K-3 for Reading First schools

# Linda Markham Stickline

page 2

Spring ISD, Runkle Elementary

2005 - 2007

**Position:** Reading Coach, Literacy Group Teacher, Building Literacy Team member, Title I liaison, Parent Involvement Coordinator, 1st grade assessment coordinator

- Coached Kindergarten teachers by modeling small groups and teaching strategies, as well as, providing staff development in the area of Language Arts
- Taught daily kindergarten literacy groups
- Gave formal and informal on-going assessment to K and 1st grade students and analyzed results and data
- Served on the Building Literacy Team, making decisions about the direction LA would take in our school
- Organized and led Title I Nights for parents and their children
- Attended monthly Reading Recovery and Title I staff development for professional growth

Spring ISD, Bammel Elementary

2001 - 2004

**Position:** Reading Recovery® teacher, Literacy Group Teacher, Book Week coordinator, Title I liaison, Parent Involvement, Staff Development Presenter

- Assessed and taught Reading Recovery® to 1st grade students that were identified as most at-risk
- Taught "behind the glass" sessions for collegue critique and attended monthly Continuing Contact sessions for personal growth and professional development
- Taught literacy groups for kindergarten, 1st and 2nd grade students
- Co-chaired Book Week each year bringing in community "celebs" to participate in pumping up reading
- Coordinated Title I Nights, Parent Involvement classes
- Presented staff development sessions for my school and the district

Middletown Township Public Schools, Ocean, Navesink, Port Monmouth and Riverside Elementary

1998 - 2000

**Position:** Reading Specialist

- One of four reading specialists for the district
- Responsible for 4 schools assessing and teaching at-risk students 1-1, and in small literacy group settings
- Provided formal and informal staff development on several topics related to literacy
- Drafted, proposed and implemented a parent involvement program for the district, including classes on preparing children for school, the importance of reading to young children at home, print rich home environments, etc.
- Provided coaching and in-class modeling for teachers such as guided reading groups, read alouds, interactive writing, letter work, word work, independent writing, etc.

Spring ISD, Mayer Elementary

1993 - 1998

**Position:** Classroom Teacher, Literacy Group Teacher, Reading Recovery® Teacher, Staff Development Presenter, School Representative to the Superintendent, Curriculum Writer,

- Taught 2nd grade, all subjects in a heterogeneously grouped classroom
- Taught Reading Recovery® and literacy groups to the most at-risk 1st graders
- Provided staff development to district colleagues
- Served on district committee that reported to the Superintendent on school climate and implementation of district policies
- Spent summers writing curriculum for the district in Social Studies and Language Arts

**Alma A. Enriquez**

**Education**

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**University of Houston Clear Lake**  
Bachelor of Science  
Major: Psychology

**Date of Graduation: December 2007**

**Key Skills:**

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*Planning and organizing*

- Refined planning and organizational skills that balance work, team support and ad-hoc responsibilities in a timely and professional manner.
- Remarkable experience in community relations and outreach.
- Expert in managing an outreach, recruitment and communications program.
- Sound knowledge of general community needs and applicable public resources.

*Systems knowledge*

- Windows, Mastery of Microsoft Office programs (Word, Excel, PowerPoint, Outlook, and Publisher)

*Language*

- English and Spanish (fluent in speech, writing, and reading)

**Employment**

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**University of Texas Medical Branch**

**1998-1999**

*Translator/Interpreter*

- Responsible for providing consecutive and/or simultaneous language interpretation for limited English proficient (LEP) patients and families whose primary language is not English, as it relates to medical care.
- Provided sight-translation of relevant materials to enhance patients' and families' comprehension of medical procedures, treatment, discharge instructions, patient and family education, and follow-up care within the interpretation encounter.
- Responsible for the written translation of hospital documents, such as medical record forms and patient education materials, from English into target language as assigned by supervisor

**Family Dentistry and Cosmetics**

**2006-2007**

*Office Assistant*

- Appointment Scheduling
- Insurance Verification
- Maintain a clean, sterile, and cheerful environment where your patients feel comfortable; prepare patients for treatment, and assist the doctors - thereby enabling them to provide efficient, quality dental treatment.
- Obtain dental history and/or records from patient (review patient health history and care slips).
- Prepare tray setups for dental procedures and maintain adequate supply levels in each operator, replenishing as needed.

- Sterilize and disinfect instruments and equipment.
- Clean each operatory in accordance with the American Dental Association guidelines.
- Maintain strict compliance with State, Federal, and other regulations, (e.g., OSHA, WC, Dental Board, HIPAA, ADA, DOL, HR policies and practices).
- Other duties as assigned by management.

**Galveston Independent School District**

**2007-PRESENT**

*Pre-K-12 Substitute Teacher (2007-2008)*

- Follow the lesson plans provided by the teacher
- Be consistent with existing classroom procedures
- Keep accurate attendance reports

*Reading Tutor (2008-2010)*

- Assist children in 3<sup>rd</sup> and 4<sup>th</sup> grade in the development of reading skills and enjoyment.
- Engage in academic activities with selected students in small groups.
- Collaborate with the school supervisor and staff members to assess the student's needs and how best to address them.

*Parent Liaison (2010-Present)*

- Work closely with the principal in making and carrying out decisions related to parent and community participation in the school.
- Facilitate and/or participate in meetings related to parent and community involvement.
- Assist with outreach and recruiting efforts for magnet school.
- Conduct parent meetings and maintain agendas/minutes/sign-in sheets.
- Assist with the development and implementation of an effective family and community engagement strategy at the school level.
- Assist in recruiting and maintaining partnership relationships with identified constituencies in support of city public schools.
- Facilitate communication between school personnel, families, and partners, including supporting strategies on use of school websites, publications, social media and marketing tools.
- Presenter at the 2012 and 2013 Magnet Schools of America District and National Conference with the topic "Engaging Reluctant Parents" and "Using Parent Focus Groups for Effective School Improvement"

**Extracurricular Activities**

**Worship Leader, New Life Fellowship**

**2004-PRESENT**

Work with the Senior Pastor, Music Director, and Creative Team to create a well-planned and prayerful worship service. Oversee and coordinate all musical aspects of the worship service.

**Sigma Xi, University of Texas Medical Branch**

**2007-2010**

The international honor society of science and engineering, Sigma Xi has nearly 60,000 members who were elected to membership based on their research potential or achievements.

## **Joseph M. Pillar Jr.**



### **Education**

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#### **University of Houston - Victoria**

- Aug 2005 – May 2007
- ILD and PDAS certified
- Masters in Education - Principal

#### **Penn State University**

- Graduated in May 1997
- Degree in Secondary Education – Mathematics (6-12)

### **Experience**

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#### **Ball High School, Galveston, TX (July 2011 – Present)**

- Principal
- Staff of 200+
- Rise in all tested areas
- Snapshot data shows increase in moral and trust
- Developed PLCs
- Used a comprehensive data room to drive instruction and resources

#### **Galveston ISD (March 2010 – June 2011)**

- Director of Curriculum and Staff Development K – 12
- Supervised Campus Curriculum Facilitators (1/campus)
- Organized district staff development
- Supported district curriculum
- Completed Needs Assessment and started staff development

#### **Ball High School, Galveston, TX (July 2009 – March 2010)**

- Dean of Instruction
- Testing Coordinator
- Data decisions
- Grade Verification
- Master Scheduling

## **Experience**

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### **Angleton High School (Aug. 2000 - July 2009)**

- Assistant Principal (2007- 2009)
- Summer School Principal (2008 & 2009)
- TAKS Campus Coordinator
- Supervised Math Dept and Curriculum
- Duties include: discipline, class assignments (teachers), supplies, bus duty, grade distribution/stats, organize data from assessments, evaluations, and curriculum
- Actively Involved with AU and ANL (after school programs)
- Teacher of the Year finalist – 2007
- Math dept chair for five years

### **Brazosport College (Aug 2001-Aug 2006)**

- Taught remedial mathematics part time

### **Elkins High School (Aug 1999-June 2000)**

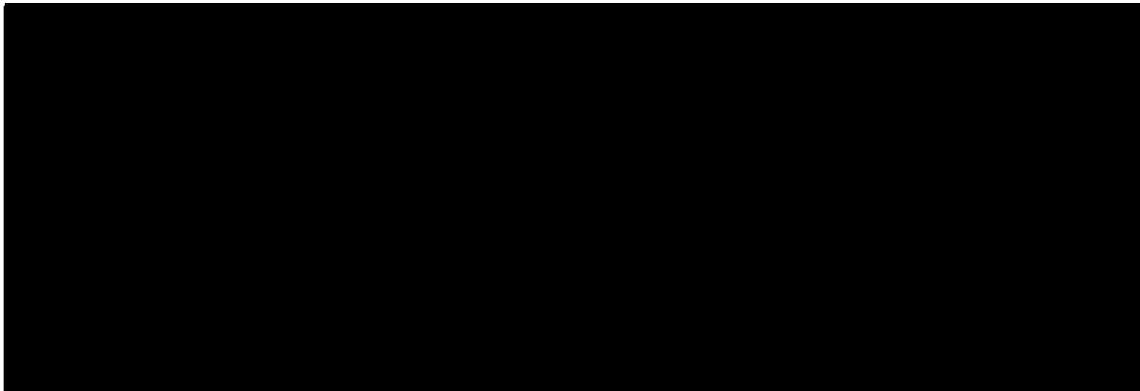
- Assistant coach for baseball
- Taught night classes (Algebra II)

### **Olympic High School (Sept. 1997-June 1999)**

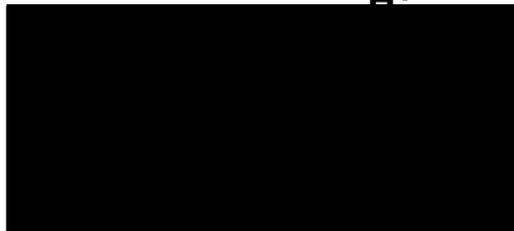
- Coached baseball
- Taught summer enrichment camps
- Active member of the school Mission team
- Sponsor of intramural activities

## **References**

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## **Alan D. Ellinger**



I am a professional educator focused on student success who can bring discipline, team work, and organization to a school campus. My objective is to provide students with a safe and creative learning environment through competent and enthusiastic teachers.

### **Experience**

**2010-Present Galveston ISD/ Ball HS**

**TTIPS Project Director**

- **Oversee and direct all activities associated with the Texas Title I Priorities School Grant**
- **Hire and manage administrative and teaching personnel**
- **Manage \$6 million budget**
- **Work within guidelines for Title I**
- **Assist in directing high school curriculum and instruction**
- **Develop intervention plans for groups and individual students**
- **Coordinate cooperation between Ball HS and Galveston College on curriculum issues**
- **Direct program to encourage and maintain high parent and community involvement**
- **Work closely with state, district, and campus personnel to improve the quality of education**

**2008-2010 Angleton ISD/ Angleton Middle School (5-6 grade campus)**

**Assistant Principal**

- **Oversaw and assist in the implementation of curriculum**
- **Led grade level teams in the instruction of students**
- **Handled discipline for 450 students**
- **Managed facilities, including during Hurricane Ike**
- **Served as Campus textbook Coordinator**

**2007-2008 Angleton ISD/ Angleton High School**

**Assistant Principal**

- **Handled Disciplined for 475 students grades 9-12**
- **Supervised and managed Social Studies Department (21 teachers)**
- **Assisted campus Principal with management of curriculum and instruction**
- **Served as Campus Textbook Coordinator**
- **Served as administrator at U.I.L. academic and athletic events**
- **Maintained positive public relations when police when involved with campus violence**
- **Supervised the administration of SAT/ ACT on campus**

**2003 – 2007 West ISD / West High School**

**Assistant Principal**

- **Handled disciplined for 500 students grades 9–12**
- **Supervised and managed teaching staff (20 teachers)**
- **Assisted campus principal with management of curriculum and instruction**
- **Assisted with the master schedule**
- **Oversaw facilities and custodial staff**
- **Served as District Textbook Coordinator**
- **Served as administrator at UIL academic and athletic events**
- **Maintained positive public relations and assisted the police presence on Campus**
- **Planned, implemented, and managed campus safety and crisis plans**

**1996 - 2003 Troy Middle School / Troy ISD**

**Teacher/ Football & Track Coach**

- **6th grade social studies and reading**
- **Served on the Social Studies K-12 vertical alignment team**
- **Served on the Textbook committee**
- **Served as the UIL Maps, Charts, and Graphs coach – 6th, 7th, and 8th grades**

**1988 – 2012 United States Army/ Texas National Guard**

**Infantry**

- **Infantry/ Cavalry/ Military Intelligence**
- **Excelled in problem solving in stressful situations**

**Education**

**1992 – 1996 University of Mary Hardin-Baylor, Belton, TX**

**Bachelor of Science**

- **Major – History**
- **Minor – Political Science**

**2002 – 2004 Tarleton State University, Stephenville, TX**

**Masters of Education**

- **Educational Administration**
- **Certification for Principal EC – 12**

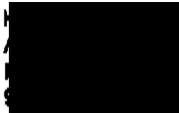
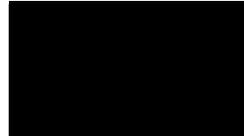
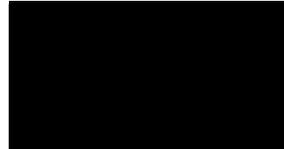
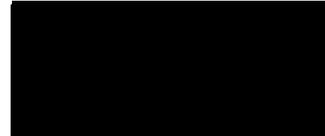
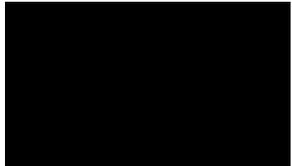
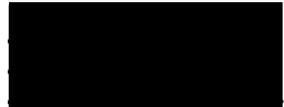
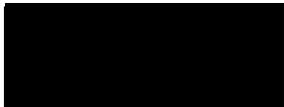
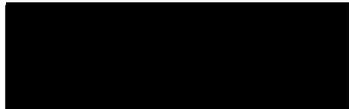
**2011 - Present Texas A&M University, College Station, TX**

**Doctor of Education**

- **Curriculum and Instruction**



**References:**



**Education:**

M.S. Instructional Design / Media

Texas A&M

B.S. of Secondary Educational /Major: Technology - Minor in Business

Texas A&M

Texas A&M- 18 hrs towards Education Administration- PDAS Certified

Region XI - Administration Certification Program

Texas Certificate in Educational Resolution Mediator

Certificate in Long Distance Learning and Training

CISCO Instructor Certificate

Microsoft Office Certificate

Consulting and creation of the RTI Program for with Jones High School – Vendor – RTI 2012 ( Houston, Texas)

Six Sigma Green Belt Certificate ( Methodologies of Data Analysis)

**Key Qualifications**

- Certified in Secondary Education (CTE) Business Education
- Training in Cognitive Teaching and Changes (Program for Intervention) through Windham School District. – Department of Criminal Justice
- Plan and instruct each subject area using wide variety of teaching aids.
- Used of motivational and implementation strategies to engage students in active learning.
- Worked with University of California in creating in Credit Courses for Teachers in the European Arena for DODEA
- Designed and conducted various faculty and student workshops for training in word-processing, access database , and spreadsheet software
- Staff Development in RTI
- TEA Special Ed Compliance Reports for Deaf School.
- Implementation and training on Smart Interactive Boards
- General Staff Development
- Avid Certificate and Administrative training.

**Software:**

Skyward, Eduphoria, Aware, Microsoft Windows® Win School, Edclass, Accent, Oracle, Fireworks, Go Lively, Author ware, Dream weaver, 8 ,Flash, Camtasia , First class, Outlook, GroupWise, Novell, Photo Shop, Page Maker, Live Motion, Crystal Reports, Health Office, Read 180, Reading Recovery, HTML, Odyssey, Oracle, SQL, People Soft, Blackboard and Moodle, Web Site Designed and updates for Naples Navy Base School, Accelerated Reading and Math Management, Microsoft Office 2007-2010, C Scope, CScope administrator, .Aware, TeachScope

**Employment:**

Galveston ISD – Ball High School 2010 – Present

RTI Coordinator

District Administrator for EZSES Management System

Creation of RTI Software for Ball High (Not implemented)

Instructional Staff Development for RTI

Evaluating teacher needs for additional support.

Working with Counseling Services and UTMB

Working with outside resources for students

Helping development of tutoring services for at risk students

Statistical analysis of school achievements and needs

Collaboration with Special Education Department

504 collaboration

Working with SIRC

SLR reports to TEA

Partner with each teacher in an effort to identify students who may require addition educational or emotional support

Working with a variety of faculty and staff members such as special education, school psychologists and principals

Uses data from environmental and instructional quality assessments to identify areas of strength and opportunity

Work with teachers and instructional staff in establishing and supporting positive classroom climates using a PBIS model.

Working with school-wide data for school improvement

Working with TTIPS Grant

Created Needs Assessment Committee for NCLB.

PDAS evaluations of Teachers and daily walkthroughs.

**Jean Massieu Academy 7/3/2009- 6/5/2010**  
**Special Ed Coordinator/ Instructional Specialist/ Administration**  
**Staff Development for all teachers- PDAS Certified**  
**Integration of technology into classroom**  
**Curriculum Design and Implementation**  
**Modeling Teaching Techniques,**  
**Web Page creation and updates**  
**All ARD Meetings and Compliance Indicators for TEA**  
**Coordinator over RTI, GIP Committees**  
**LPAC and ESL Committee Leader**  
**Technology Director**  
**Trainer for Promethean and WebCCAT**  
**C-Scope Administrator**  
**Accelerated Reading and Math Management Administrator**  
**PDAS Evaluations of teachers, Growth Plans**  
**Student Discipline**  
**Staff Development and training**  
**PDAS Evaluations**

Association of Texas

Professional Educators  
Texas Computer Education  
Association  
Texas State Teachers Association  
Women in Technology  
TCASE

Community Services-Served on the  
following Board of Directors:

American Cancer Society  
United Way  
American Red Cross  
Ambassador of Chamber of  
Commerce Greenville  
St Anne's Women's Catholic Charities  
- Galveston, Texas  
Children Shelter- Galveston, Texas

**Texas Department of Criminal Justice 1-2009 - 8/2009**  
**Administration Division**  
**Instructional Specialist for all of North Texas**  
**Staff Development and Training**  
**PDAS Certified, Teacher Evaluations**  
**CTE Training for all Educational Units in all areas of Vocational Training.**  
**Teacher Training and Staff Development for Cognitive, Literacy I, II, III, Math, Science,**  
**and History, Computer Lab, Special Ed, GED, Cognitive, and Classes in Changes,**  
**BIMM, BCIS I and II.**  
**Curriculum writing for all core areas and curriculum presentations**  
**Special Ed Accommodations, TABE testing.**  
**Staff Development in RTI, IDEA, and IEP.**  
**PDAS Evaluations, Growth Plans, Staff Discipline**  
**Adult Education - 23 Units in North Texas and 325 teachers. (325 Teachers)**

**Dallas ISD - HR Department-Call Center June 2007-August 2008**  
**Knowledge Management Coordinator / Administration**  
**Implementation of Call Center**  
**Design and implemented Data Base for Call Center**  
**Trained Call Center Specialist s**  
**Created live online chat line for HR and Call Center.**  
**School Recruitment of Teachers in HR**  
**Blackboard and Moodle Development of on line Training Exercises for employees.**  
**People Soft - Data analysis of employees records**  
**Oracle**  
**Worked with On-Boarding Coordinator of new employees**  
**Data analysis and uploading of new data for call center on as needed situations**

**Dallas ISD -Skyline Business Education, 2004 to 2007**  
**Technology Teacher**  
**TAKS Test Administrator**  
**Promoted to HR**

**DODEA- Specialist, Europe, 2002-2004 K-6<sup>th</sup> Naples, Italy**  
**Technology and Instructional Specialist / Administration**  
**Staff development of K-6<sup>th</sup> for teachers**  
**Integration of technology into classroom**  
**Instructional duties include: instructional design, distance education, integration of**  
**technology into curriculum, planning for technology, assessment of technology, Staff**  
**Integration of Technology in all core areas of curriculum...**  
**Technology Knowledge Included:**  
**Web and graphics design, multimedia, digital video, internet in classroom.**  
**Implemented on line Graduate credit courses with University of California for overseas**  
**staff.**  
**Web Mastery for Base School**  
**Staff Development for Military Based Teachers in Europe**  
**Co- teaching in all core areas - Modeling of strategies and techniques to teachers.**  
**PDAS Evaluations and training**

# Eric L. Mueller

## Objective

*As a technology coach in Galveston ISD I work to bridge the gap between teachers and new technology, whether it is web 2.0 tools or hardware and software that they are unfamiliar with, I work to take the guess work out of functionality in their classroom.*

## Profile

Over the past 3 years at Ball High School, working as the Curriculum Technology Coach, I gained a great deal of knowledge working with both the students and teachers preparing, managing, training, implementing, and supporting all the different technology software and hardware that is available to them. I have extensive knowledge pertaining to both curriculum specific technology as well as technology that can be incorporated into any classroom. Along with working with the teachers to implement this technology I have also worked a great deal with the administrative departments making sure that the different processes and procedures that have been implemented at Ball High over the past three years succeed.

## Professional Experience

### GALVESTON INDEPENDENT SCHOOL DISTRICT/BALL HIGH SCHOOL

#### Texas Title 1 Priority Schools (TT1PS)

(August 2011 to Present)

- ▶ Working under the TT1PS Grant for Ball High I found that my duties as a Tech Coach grew tremendously from those of T3. In addition to the equipment purchased under T3 and the training that teachers needed to use it, I found myself building the policies and procedures needed to help use this equipment and the equipment already in place at Ball High Efficiently.
  - Accomplishments at Ball High:
    - Rotational computer labs are now run through Eduphoria and checked out by my department. This has increased computer lab usage as well as allowed me to track the usage of the labs and maintenance needed.
    - Used an online database to catalog and track all existing technology on campus.
    - Built and managed an iPad checkout system for the Administrative personnel.
    - Manage and support teacher and student technology applications that are used for instruction like Gaggie, Emailen, C-Scope, and Education 2020.
    - Setup and support all events needing technology assistance either during or after school.
    - Onsite Skyward Grade Book teacher and administrative support for data mining, grade book, attendance, and create policies and procedures to increase efficiency for the future.
    - Plan and administer the Compass test to all sophomores in Ball High School.
  - Support MIS on campus by assisting in preparing, supporting, and implementing laptops, software, projectors, and printers.
  - Test new software on GISD network
  - Build training sessions, and videos for staff to use.
  - Support all Ball High functions that need the assistance of technology to operate.
  - Develop, plan, budget, and write-up new purchasing plans to make sure Ball High is able to keep the equipment on campus running along with integrate new equipment.
  - Make repairs on the existing technology to help it continue running on campus.
  - All other duties assigned.

## Education

### College Education

Texas A&M Corpus Christi  
Bachelors in Business Administration  
Graduated spring 2009

# Lisa R. Brundrett

**Classroom or Administrative Experience** *29 years as a Classroom Teacher*  
*Middle School Mathematics Department Chairperson*  
*Campus Improvement Committee member*  
*Academic Team Leader*  
*Secondary Special Education Coordinator*  
*Vocational Adjustment Coordinator*

**Certifications** **TEXAS TEACHER CERTIFICATION:**  
*Elementary (K-6)*  
*Generic Special Education, All-Levels*  
*Mathematics Grades 4-8*

**Education** **1981** **Barry University, Miami, FL**  
*Bachelor of Science in Education (Cum Laude)*

**1979** **Rock Valley Junior College, Rockford, IL**

**Work History** **2011 – Present** **Carnegie Learning Inc., Pittsburgh, PA**  
*Manager of School Partnerships*

- Facilitated mathematics academies nationwide
- Provided instructional coaching, job-embedded professional development, and customized workshops to mathematics educators across the country
- Aligned Carnegie Learning curriculum to district scope and sequences in multiple states
- Provided school support for Houston ISD (Texas) and Cypress-Fairbanks ISD (Texas) as part of a Texas Education Agency project to improve mathematics teaching and learning
- Provided leadership and support for the Yakima (Washington) School District School Improvement Model Implementation
- Provided professional development for mathematics teachers in school districts and campuses in Texas, Utah, Nevada, West Virginia, Georgia, and Illinois

**2008 – 2011** **Blocker Middle School, Texas City, TX**  
*Mathematics Teacher, Grade 8*

- Carnegie Math 2009 to 2011
- Math tutor for grades 6 thru 8 2008-2009

**2005 – 2008** **Forbes Middle School, Georgetown, TX**  
*Mathematics Teacher, Grade 6*

- Member of the Campus Improvement Committee
- Carnegie Math, 2007-2008
- Math Department Chairman

Vivian Rose Hernandez  
Galveston Independent School District  
Ball High School  
P.O Box 660  
Galveston, Texas  
email: Vivian\_hernandez@gisd.org

Dynamic leader focused on providing students with a rigorous and challenging education, along with the confidence, tools, and skills required to build and advance toward a framework of success. Capability of shaping students through innovative coursework, and stimulating projects formulated on personal decisiveness.

***Skills:***

- Dedicated, resourceful, and goal driven professional with a solid commitment to the social and academic growth and development of every student
- Proficient in contact management strategies and database applications
- Self motivated and results oriented
- Superior interpersonal and communication skills to foster meaningful relationships with students, staff, and parents
- Strong organizational and management skills
- Ability to work effectively with a wide variety of students, parents, and community members from various socioeconomic and ethnic backgrounds
- Native language arts and cultural enrichment experience a plus
- Bi-lingual professional able to plan and implement meetings and programs for non-English and limited English speaking students and parents
- Community leader with superior leadership roles

***Education and Qualifications:***

- University of St. Thomas-Master of Education-*Leadership & Administration*
- University of Houston Clear Lake-Bachelor of Arts- *Humanities*
- Galveston College
- University of Phoenix
- St. Mary's College
- Dominican Catholic High School

***Experience:***

Ball High School, Galveston, Texas. (January 2010-Present) *Mr. Joseph Pillar, Principal, 409 766-5715.*

***Mentoring Coordinator and Collegiate Advisor:***

- Facilitate the academic needs of more than 125 at-risk students by recruiting local community members and Galveston Independent School District administrators to volunteer once a week for a full semester commitment.

- To partner with the Galveston Chamber of Commerce members, University of Texas Medical Branch, Texas A&M University, and Galveston College to mentor students on a weekly basis.
- Contact mentors and schedule time slots to meet with mentees.
- Serve in a support role in the involvement families of Ball High School students to ensure a successful transition in academics and behaviors in college
- Serve as a Collegiate Advisor to high school students and their families
- Educate families about financial options for students who wish to attend Galveston College
- Provide information to students and their families about the college enrollment process
- Work closely with the college and the principal to ensure students transition into college successfully
- Work closely with the principal staff to provide staff development related to family engagement and college opportunities to teachers, staff, and families
- Facilitate and participate in meetings related to family and community involvement in the local community college
- Conduct parent meetings and maintain agendas/minutes/sign-in sheets
- Perform other tasks and responsibilities as assigned by supervisor which may occur outside the regular school day or the regular school year as related to the GC PASS grant

Ball High School, Galveston, Texas. (January 2010-2011) *Mr. Joseph Pillar, Principal. 409 766-5715*

*Parent and Community Liaison:*

- Support the development and implementation of parent involvement programs and activities; serve as district liaison to parents, parent leaders and community.
- Maintain a program for parents in developing goals which build and strengthen parent involvement within the school learning community.
- Assist parents with developing and implementing a parent involvement action plan.
- Coordinate community resources that support our school vision of improved parent participation, parent education and parent communication.
- Provide parents ways to assist with school work by offering effective strategies for helping children learn.
- Assist families in identifying and linking to school and community resources.
- Conduct home visits when requested by school principal to facilitate parent communication.
- Explain school procedures, programs and services to parents and parent leaders.

Roosevelt Wilson-Texas City, Texas (2008- December, 2010) *Mr. Jeff High, Principal 409 916-0201*

*Learning Enrichment Academic Program (LEAP) facilitator:*

- Recruit community members to instruct and motivate students (K-2) with accelerated reading strategies utilizing phonetic awareness as a priority.
- Incorporate lesson plans for the mentors that created an atmosphere of fun and enthusiasm, providing opportunities for individual instruction
- Facilitated the needs of English language learners and struggling readers.

Ball High School-Galveston, Texas

*Chemistry Teacher (Substitute) Spring Semester (2006):*

**Brenda A. Hernandez**



**Objective:**

To acquire a challenging position within a school district in which I will utilize my computer, office skills and bilingual skills to the best of my ability in a professional work environment.

**Education:**

University of Houston - BS, studies  
Galveston Community College – Associates Degree  
Ball High School (1998) Diploma Obtained

**Skills:**

Fluent in Spanish (verbal, reading & writing)	Professional Phone Presence	Appointment Scheduling
Customer Service	Microsoft Outlook	Microsoft Word
Microsoft Publisher	Power Point	Adobe Reader
Adobe Photoshop	Adobe Illustrator	Excel
Dynamo Label Maker	10 Key Calculator	Type 55-60 wpm
Scanning, Faxing & Copying		

**Work Experience:**

**Galveston Independent School District**

**Parent Involvement Liaison** **2011-2013**

Prepares correspondences, reports and other documentation for parents and students. Utilizes the Skyward Educator system to retrieve student profile information in order to contact parents. Communicates effectively with parents and community stakeholders as needed, plans and facilitates large meetings on a monthly basis, prepares newspaper releases and campus communication, serve as a liaison between school, parents, students and other departments within the school. Conducts parent phone calls, answers questions and inquiries, facilitates adult enrichment classes, and conducts home visits as needed. Updates and translate documents into Spanish as required, other duties as assigned by supervisor.

**Frost Bank**

**2011-2011**

**Assistant Administrator**

Answer and direct phone lines, maintain highly confidential files, maintain office supplies and purchase orders, receive and distribute mail, buy/sell stock on accounts as needed, attend court sessions with Trust Administrator as needed, assist clients with account disbursements, maintain monthly ticklers, filing, scanning, copying documents as needed.

*Continued on next page.*

**UTMB – Department of Pathology**

**2010-2011**

***Sr. Administrative Assistant***

Prepare and submit grants, type correspondences, travel arrangement reservations and reimbursements, receive and process for payment all accounts payable invoices, requisitions, purchase orders using Peoplesoft-System, organize monthly meetings, maintain calendar of events, create and maintain vendor files, create and distribute monthly flyers, assist in editing and publishing documents, assist four faculties as needed. Kept time using Kronos system.

**Frost Bank**

***Consumer Banker (New Accounts)***

**2000-2007 /2008-2010**

Open accounts, maintain highly confidential files, maintain office supplies, prepare loan documents, organize weekly and daily meetings, balance general ledger accounts, and maintain security time cards. Translation: Helped in all areas of the bank with Spanish/English translation (both spoken & written correspondences). Teller work includes: large amounts of incoming cash, typing cashier's checks/money orders, wire transfers, foreign currency exchange.

**Frost Bank**

***Administrative Assistant (Financial Management Dept.)***

**2007-2008**

Answer and direct incoming calls, maintain office supplies, distribute incoming mail, sold and bought stock on client accounts as needed, prepared tax refund documents, scheduled appointments, assisted court sessions with trust clients, pulled daily reports, maintained time cards for five employees, Spanish/English translation: assisted court hearings and other legal events with officers and clients for translation assistance as needed.

**Galveston Industries Federal Credit Union**

**1997-2000**

***Member Services Rep. /Asst. Vice President***

Answer customer inquiries, answer and direct incoming phone calls, maintained insurance files, balanced general ledger accounts (daily), processed loan applications, pulled credit reports, received and distributed mail, organized board meetings, typed letters and memos as needed.

**Interpersonal:**

Fast learner, dependable, strong organizational skills, positive and self-motivated

**Volunteer work:**



## Divya Nagpal



Work address:

LA Morgan Elementary School;  
Galveston, TX-77550; email: [divya\\_nagpal@gisd.org](mailto:divya_nagpal@gisd.org)

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Have more than 6 years of experience in teaching science professionally in middle school and elementary environment. Excellent experience of medical science research for 4 years. Expertise with various teaching methodologies that would help children to learn, and to show interest and enthusiasm towards science. Also good at learning and utilizing new advanced science teaching techniques. Have more than 800 professional development hours. Have experience in teaching different age groups which requires different methodologies of teaching as per age group. Have given guidance and assistance to students, in times of difficulties in the subject. Have a creative attitude and thus have adapted various new learning techniques which made the class interesting for students.

*Educational knowledge and teaching skills include student-centered instruction, parental involvement in student learning strategies, reflective teaching, critical and creative thinking instructional activities, group and individual learning plans, student motivation strategies, active and meaningful learning activities, effective student assessment strategies, team building strategies.*

### **Objective**

Seeking a challenging and responsible position to use my abilities and experience effectively and efficiently in the field of science education, teaching and development.

### **Achievements and skills:**

- Have excellent communication skill to deliver and present learning effectively
- Can create an enthusiastic environment and make learning a happy journey among children
- Have creative and imaginative blend which helps in delivering lessons in a practical and interesting manner among children
- Have a caring attitude to attend to children's needs and concerns in time.
- Have a strong desire to work with fellow science teachers

### **Certification (Texas State)**

Sciences (4-8)

Life Sciences (8-12)

EC-4 Generalist

ESL Certification

## **Educational Background**

**Master of Science (1999)** - Postgraduate Institute of Medical Education and Research, Chandigarh, India.

**Bachelor of Science (1997)** - Guru Nanak Dev University, Amritsar, India.

## **Honors/Awards**

- National fellowship from Guru Nanak Dev University to pursue Bachelor of Science degree. (1996)
- National fellowship from Guru Nanak Dev University to pursue Postgraduate degree in Science. (1998)
- Fellowship from Baylor College of Medicine to pursue Alternative Teacher Certification Course in Life Sciences. (2004)
- Awarded TOP 50 Galveston Academic Excellence Booster Club award 2007.
- Awarded TOP 50 Galveston Academic Excellence Booster Club award 2008.
- Awarded teacher of the year in 2008.
- Received highest TAKS scores in the whole district for 5<sup>th</sup> grade in 2008.

## **Teacher Grants:**

- Received 2006 Fall GISD teacher grant.
- Received 2007 Fall GISD teacher grant.
- Received 2007 BP+ for Energy grant.
- Received 2008 BP+ for Energy grant
- Received 2008 CPAs Helping Schools grant.
- Received 2008 Fall GISD teacher grant.
- Received 2009 LOWE's grant.
- Received 2009 BP+ for Energy grant.
- Received 2009 Kempner grant.

## **Teaching Experiences**

**2005-till date; LA Morgan Elementary School, Science Specialist:**

- Developed and implemented lessons plan in science.
- With unique style on teaching, more hands on activities and real life examples motivated students towards interest not only in science but also in other subjects.
- Worked with other teachers to create curriculum, collaborate on ideas, and provide support when necessary.
- Lead Science Teacher K-4, Member of the Science Committee (committee chair).
- Organization of School Science Fair.
- Organization of School Science Night.
- Worked with 5<sup>th</sup> grade teachers at another campus to create curriculum, collaborate on ideas, and provide support when necessary.
- Worked with 8<sup>th</sup> grade teachers at another campus to create curriculum, collaborate on ideas, and provide support when necessary.

# Rachel Ferguson Gibson

Email: [rachel\\_gibson@gisd.org](mailto:rachel_gibson@gisd.org)

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**Education:** Texas A&M University  
Graduated in 1998  
B.S. in Interdisciplinary Studies

Florida State University  
Graduated December 10, 2010  
Masters in Library Information Science  
with an emphasis in School Library Media

## Work Experience:

- Technology Integration Specialist/Campus Tech, Parker Elementary School, Galveston ISD, January 2011—Present.
- Kindergarten Teacher, Edwins Elementary, Okaloosa Country School District, Fort Wallton Beach, FL., August 2004—June 2008.
- Kindergarten Teacher, Elm Grove Elementary, Hays Consolidated ISD, August 2001—May 2004
- Kindergarten Teacher, Rosenberg Elementary School, Galveston ISD, January 1999—May 2001.

## Professional Development and Conference Presentations:

- Edmodo is Fun! - presented @ Tots in Technology Conference in Jun. 2011, @ Region 4 TCEA conference Oct. 2012, and @ Magnet Schools of Texas and the Mid South (MSTX) conference Nov. 2012 and asked to present at Magnet Schools of America (MSA) Conference 2013.
- Passport to the World: Skype in Education—Presented for faculty, @Region 4 TCEA conference Oct. 2011, and @ Tots in Technology Jun. 2011.
- 600 Digital Darlings, Now What? - presented @ Tots in Technology 2012, and @ Region 4 TCEA Conference 2012 .
- International Studies throughout the Year—presented with Parker Magnet Team @ MSTX 2011 and @ MSA 2012.
- Incorporating International Studies into P.E.—presented with Parker Magnet Team and Parker P.E. Coach @ MSTX 2011.
- Integrating International Studies—presented with Parker Magnet Team @ MSTX 2012, applying to present @ MSA 2013.
- Professional Development on Campus:  
Rosetta Stone, Edmodo, School Center for Teacher Web Pages, Using Wireless Slates, Implementing Clickers in the Classroom, Using the Lumens for More than an Over head, Skype in Education, Podcasting, Digital Story Telling, iPad training, Technology Boot Camp.
- Just in time trainings as needed by faculty and Staff.
- One-on-one training and co-teaching.

## Conferences Attended

- TCEA Conference 2011, 2012, and 2013
- Tots in Technology (TCEA Conference for Elementary Schools) 2011, and 2012.
- Magnet Schools of Texas and the Mid South 2011, 2012
- Magnet School of America 2011, 2012
- ISTE 2012

**Instructional Technology Related Training:**

**Campus Leadership Academy (TCEA) – February 2013**

The following professional development courses were taken between August 2004 and June 2008 through Okaloosa County School District.

- Digital Photography in the Classroom
- Using Data Projectors in the classroom to enhance instruction.
- United Streaming Training on using the resources offered by United Streaming in the classroom.
- Using Student Response Systems (Clicker systems) in the classroom
- Technology integration in the classroom
- Creating Digital Video and How to use them in the Classroom
- PhotoStory Training

*Intel Teach to the Future* (40 hours) – Spring 2002. Professional Development provided by Intel that focused on using technology in the classroom.

Texas Computer Educators Association Conference – Spring 2001. I attended sessions on integrating technology in the curriculum.

*TIF TEK Computer Training* (30 hours)– Fundamental Strand and Technical Strand - Spring 2000

# Curriculum Vitae

Marsha Muckelroy Ricks, Ph.D.



## **EDUCATION:**

Doctor of Philosophy, The University of Texas, Austin, TX -- College of Education ;Science/Mathematics Education - Science Education

*Dissertation Topic: A Study of the Impact of an Informal Science Education Program on Middle School Students' Science Knowledge, Science Attitude, STEM High School and College Course Selections, and Career Decisions*

M.S., Biology, University of Houston-Clear Lake, Houston, TX

B.S., Major: Biology, Minor: English; Texas A & M University – Commerce (formerly, East Texas State University), Commerce, TX

## **CERTIFICATION:**

Texas Educator Certificate, Provisional-Life, Secondary Biology & English  
Texas Educator Certificate: Principal Certification

## **PROFESSIONAL TRAINING COURSES:**

Professional Development & Appraisal System (PDAS) appraiser certification (Region 10)  
Instructional Leadership Development training (Region 4)

## **FELLOWSHIP AWARDS:**

The American Society for Cell Biology Summer Teacher Fellow, University of Houston-Clear Lake & NASA

Microbiology Teacher Fellow; Texas A & M University, College Station, TX

Addison E. Lee Scholarship/Fellowship recipient-The University of Texas @ Austin, Science Education Department

## **PROFESSIONAL AND TEACHING EXPERIENCE:**

2008-Present

Principal-Director, Ball Preparatory TSTEM Academy @ Ball High School  
Galveston Independent School District  
3904 Ave T  
Galveston, TX 77550  
Dr. Annette Scott, Supervisor  
409-766-5123

### **Duties:**

- *Initiated and developed academy program within Ball High school*
- *Principal for 400, 9<sup>th</sup> -12<sup>th</sup> grade students accepted into the school within a school academy; 17 core academic teachers*
- *Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use findings to take corrective action*
- *Identify, analyze, and apply research findings (e.g., effective school correlates) to promote school improvement;*
- *Coordination of STEM curriculum development, courses, and innovative scheduling enabling students to complete Academy program;*
- *Data disaggregation of student performance assessment outcomes;*

- *Promotion of common mission and vision for program development, professional learning community advancement and strengthening of student culture for support and academic success;*
- *Direct planning activities and put programs in place to ensure attainment of academy's mission;*
- *Define expectations and provide resource assistance for staff development and performance with regard to instructional strategies, classroom management, and communication with parents and stakeholders;*
- *Supervise and evaluate the performance of staff assigned to the Academy;*
- *Compile, maintain, and file all State, grant associated and district required reports, records and documents;*
- *Develop Academy budgets based on documented program needs, estimated enrollment, personnel, and other fiscal needs.*
- *Keep program within budget limits. Maintain fiscal control.*

2007-2008

Secondary Science Specialists  
Austin Independent School District  
1111 W 6<sup>th</sup> Street, A450  
Austin, TX 78703  
Mr. David Guffey, Supervisor  
512-414-4722

**Duties:**

- *Support secondary science curriculum and data-driven instructional practices for four AISD low-performing High School Science departments;*
- *Documentation, collaboration and communication of teacher instructional practices and recommendations to district associate superintendents and campus administration;*
- *Administrative leader and facilitator for district high school science department chairpersons and campus instructional coaches;*
- *Coordinate secondary science professional development trainings;*
- *Science benchmark assessment development.*

2005-2007

Educational Consultant  
University of Texas Medical Branch (UTMB)  
Office of Educational Outreach  
Galveston, TX  
Dr. Clifford W. Houston, Supervisor  
409-772-0896

**Duties:**

- *Developed and delivered science teacher professional development workshops to Galveston County-K-8 Texas Regional Collaborative participant;*
- *Workshop session topics aligned with school district objectives, Texas state science standards (TEKS), and the National Science Education Standards.*
- *Data collection, analysis, and grant proposal research and writing for Science Education program funding;*
- *Project manager for Regional Collaborative professional development project.*

2004-2004

Graduate Teaching Assistant  
UTeach Step I Program: Natural Science Dept.  
The University of Texas  
Austin, TX  
Janis Lariviere, Instructor  
512-471-9841

**Duties:** *Teaching assistant for instructors in the UTeach program; the program provided science and mathematics education methods courses and teaching internship experiences to undergraduate natural science college majors with Austin ISD elementary school teachers and students.*

2003-2004

Grant Specialist and K-12 Science/Math Teacher Observer  
Dr. Violetta F. Lien, Asst. Prof, College of Education/QTIMS Project  
Texas State University

Marsha Ricks

Page 2

# Resume

**Mrs. Jean Langevine**

Ball T-STEM Preparatory Academy @Ball High School



- **OBJECTIVE**

A challenging position as a PLTW teacher of Biomedical Science at the high school level.

- **QUALIFICATIONS**

Certified, graduate teacher offering twenty three (26) years of professional experience in teaching composite science and biology at Grade 7 to Grade 12 Levels. Excellent communication and interpersonal skills, Computer literate.

- **CERTIFICATION**

- ❖ Science 4 – 8 Texas SBEC
- ❖ Composite Science 8-12 Texas SBEC
- ❖ Principal certificate
- ❖ PLTW Master Teacher

## **EDUCATION**

**Master in Education Administration Grand Canyon University, Phoenix, Arizona .USA  
.2007**

**Principal Certification**

**PDAS evaluator**

**Postgraduate Diploma in Education (Administration; Pass with Credit), University of  
Guyana, Georgetown, Guyana. 1997.**

**Bachelor of Education (Science; Biology major, Chemistry minor), University of Guyana,  
Georgetown, Guyana. 1993**

**Trained Grade I Class I Teachers' Certificate (Science), Lilian Dewar College of Education, Georgetown, Guyana. 1986.**

### **PROFESSIONAL EXPERIENCE**

**Ball T-STEM Academy GISD, Galveston, Texas                      2010-Present**

Currently teach: PLTW Human Body systems, Medical Interventions and Biomedical Innovation

**Austin Middle School, GISD, Galveston, Texas                      2004-2010**

- **Team Leader**
- **Science Teacher**

Taught Introduction to Health Science technology Education Science to Grade 8 students.  
**Spanish Wells All Age School, Bahamas.**

**1998-2004**

- **The Bishops' High School, Georgetown, Guyana.                      1995 - 1988**
- **Head, Science Department.**  
Held responsibility for the day-to-day management of three science laboratories  
Spearheaded the setting of examination papers for the Department  
Coordinated the School's Science Club.
- **The Bishops' High School, Georgetown, Guyana.                      1992 - 1995**
- **Science / GCE Advance Biology Teacher**
- **Taught Integrated Science and Biology to students from Grades 7 to 12**

### **PROFESSIONAL ACHIEVEMENTS**

- **Galveston Educational Foundation Grant Winner 2010 and 2012**
- **SAMS community Grant winner 2009**
- **Target Field trip grant 3 years from 2010 to present**
- **Galveston Education Foundation Grant recipient 2009**
- **Bp A+ Energy Grant Winner 2006 and 2008**
- **Space Science Education Specialist (NSBRI-Rice University /UTMB) 2007**
- **Teacher OF the YEAR 2006-2007**
- **Teacher Quality Grant-Teaching Science using the Inquiry Approach                      2005**  
**University of Houston -Victoria**
- **Letter of Commendation for assisting in Planning the Expanding Your Horizons conference .2008**

# Resume

Mrs. Tessie Howard



- **OBJECTIVE**

A challenging position as teacher of Life Science at the high school level.

- **QUALIFICATIONS**

Certified teacher offering forty one (41) years of professional experience in teaching composite science and biology at Grade 9 to Grade 12 Levels.

Excellent interpersonal skills

Exhibit great relational capacity skills.

Process Champion for Capturing Kids' Heart

- **CERTIFICATION**

- ❖ Composite Science 8-12 Texas SBEC
- ❖ Biology

## **EDUCATION**

**Bachelor of Education (Science; Biology major) Paine Augusta Georgia 1970**

**Prairie View University**

**Dominican School**

**Rice University**

## **PROFESSIONAL EXPERIENCE**



**CAREER AND TECHNICAL EDUCATION TEACHER****SUMMARY**

Offering more than twenty five (25) years of professional experience in engineering, mathematics, and physics teaching; solar engineering; and information technology. Skilled in designing highly effective instructional strategies that caters to varied learning styles and needs of students. Proven student motivator and role model. Excellent oral and written communication skills. Demonstrated competence with the integration of technology in the curriculum.

- Project Lead The Way (PLTW) Pathway To Engineering Certifications:
  - *Introduction to Engineering Design;*
  - *Principles of Engineering;*
  - *Digital Electronics;*
  - *Computer Integrated Manufacturing; and*
  - *Aerospace Engineering.*
- Certified to teach online courses in the Texas Vocational School Network (TxVSN)
- Texas State Certification (Technology Education 6-12 and Physics/Mathematics 8-12).
- MS (Engineering), BS (Physics/mathematics).

**PROFESSIONAL EXPERIENCE**

**Ball High School, Galveston ISD. CTE Teacher - Engineering**

**01/2007 to Present**

Current duties and activities include:

- Teaches engineering, using the national PLTW pre-engineering curricula, and CTE engineering mathematics.
- Employs College and Career Readiness Standards (CCRS), English Language Proficiency Standards (ELPS), and other appropriate instructional methods to enhance student performance.
- Instructs students on the use of state-of-the-art, industry-standard technologies and equipment such as Rapid Prototyping machines, Robotics systems, Laser Engravers, Large Format Printers, Wind Tunnels, Structural Stress Analyzers (SSA) and Automated Data Acquisition Systems from National Instruments and Vernier Software and Technologies.
- Teaches CAD/CAM and other engineering software applications including Autodesk Inventor Professional; ROBOTC; MultiSim; MD Solids; Robocell; RoboPro; and the US Military Academy's West Point Bridge Designer.
- Assisting the District CTE Coordinator with the specification and procurement of equipment and instructional materials for the engineering program at Ball High School;
- Preparation of grant applications to procure financial and other resources for the engineering program at Ball High School and other Galveston ISD schools. Awarded grants from BP A+ for Energy Program (\$30,000), the Society of Manufacturing Engineers Education Foundation (SME-EF - \$5,000) and the AIAA Foundation (\$200);
- Assisted the District CTE Coordinator in the successful application for start-up grants from Texas PLTW to start PLTW programs at Galveston ISD's (i) Central Middle School and (ii) AIM High School;
- Represents Ball High School at PLTW National and State conferences;
- Mentors students as they prepare and present projects at school, district, and regional science fairs;
- Sponsored an after school club to promote student interest in rocketry and aerospace engineering.

**CAREER AND TECHNICAL EDUCATION TEACHER**

- The Bahamas, Department of Education, The Bahamas.** 11/13/2000 to 08/31/2005
- Teacher – Science and Mathematics
- University of Guyana, Guyana.** 02/01/1996 to 05/31/1999
- Lecturer II - Physics.
- Institute of Applied Science and Technology, Guyana.** 09/01/1985 to 04/30/1998
- Consultant (1996–1998); Research Scientist (1990-1996); Research Assistant (1985-1990).

**EDUCATION**

- **Project Lead The Way (PLTW) Summer Training Institutes:**
  - Aerospace Engineering (2010)
  - Digital Electronics (2009)
  - Principles of Engineering (2009)
  - Computer Integrated Manufacturing (2008)
  - Introduction to Engineering Design (2008)
- **Masters degree in Engineering.** Cardiff School of Engineering, Wales, UK. 1990
- **Bachelor of Science (Physics/mathematics).** University of Guyana, Guyana. 1985
- **Teachers' Certificate.** Ministry of Education, Georgetown, Guyana. 1981
- **TxVSN (Texas Vocational School Network) Online Instructors Certificate,** Harris County Department of Education, Harris County, Texas, August – September 2010.

**ADDITIONAL TRAINING (Representative)**

- **"Creativity and Instructional Strategies for Gifted/Talented Students",** Rice Engineering Design Experience Meeting, Rice University, January 18, 2012. 6 hours.
- **"Project Share for Teachers",** Region 4 ESC, Houston, Texas, July 13, 2011. 6 hours.
- **"English Language Proficiency Standards - Science",** Region 4 ESC, Houston, Texas, July 15, 2010. 6 hours.
- **NEED National Energy Conference for Educators,** Galveston, Texas, July 13-17, 2008
- **"High Quality Instruction in Algebra II",** Teacher Quality Grant in Professional Development Workshop, Department of Mathematics, Texas A&M University, College Station, Texas, July 2007 – April 2008.
- **"Conversational Spanish for School Personnel",** GISD, June 18 - 19, 2008. 12 hours.
- **"Meeting the Needs of the Gifted Learner in AP and Pre-AP Classes",** Houston Area Cooperative on the Gifted and Talented, Katy, Texas, March 29, 2008. 6 hours.
- **University of Houston-Downtown START Institute. "30 Hours of Professional Development in Physics."** June 4-15, 2007. 30 hours.
- **University of Houston-Downtown START Institute, "30 Hours of Training and Instruction in Topics Related to Teaching PRE-ADVANCED PLACEMENT PHYSICS",** June 4-15, 2007
- **University of Houston-Downtown START Institute. "6 Gifted and Talented Training Hours in Engaging GT Students in Science".** June 4-15, 2007

**PROFESSIONAL AFFILIATION**

- |  |                    |
|--|--------------------|
| American Institute for Aeronautics and Astronautics (AIAA) | 09/2010 to Present |
| American Society for Engineering Education (ASEE)          | 04/2009 to Present |
| Texas Computer Education Association (TCEA)                | 02/2010 to Present |
| Houston Renewable Energy Group (HREG)                      | 07/2007 to Present |

## **Jerry Edwards**

### **Education**

**U.S. Air Force Institute of Technology**  
M.S., Systems Management, 1987 - 1988

**Louisiana Tech University**  
B.S., Electrical Engineering, 1982 - 1983

**Pacific University**  
B.S., Physics, 1977 - 1981

### **Certifications/Licenses**

**Teacher: 4-12 Mathematics, 8-12 Physics, ESL – TX**

**Teacher: Project Lead The Way (PLTW) Digital Electronics (DE), Principles of Engineering (POE) and Introduction to Engineering Design (IED)**

**Insurance License: P&C, Life, Health and Disability, TX**

### **Relevant Experience**

**Teacher, Ball Prep T-STEM Academy at Ball Preparatory Academy, Galveston TX**  
*June 2010 - Present*

Project Lead The Way (PLTW) instructor at Ball Preparatory Academy - a Texas Designated STEM Academy - located in Galveston TX. Certified Math, Physics and PLTW Engineering Teacher.

**HS Mathematics Teacher at Santa Fe High School**

*July 2009 - June 2010*

High School Math Teacher. Taught Algebra I

**Acquisition/Engineering Management**

*November 1981 – October 1992*

Project management role designing, building, testing and building weapon systems for the United States Air Force. Projects included the B-2 Stealth Bomber and Peacekeeper Missile System.

## **Lisa M. Leland**

Lisa\_Leland@gisd.org

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### **CAREER PROFILE**

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I have over 12 years experience in the educational setting with an understanding and familiarity with every aspect of school operations. I have experience planning and directing administrative-level functions, as well as maintaining a federal budget, organizing administrative affairs, teaching, and supporting/coaching teachers. Combined with strong planning, leadership, organizational, and communications skills, I am ready for the challenge of school leadership. Qualifications include experience in:

- Teaching
- Data disaggregation
- Discipline procedures
- Program development
- Implementing Professional Development Plan for campus
- Procuring Community Partnerships
- Active participation in PTO
- Compliance monitoring of MSAP grant
- Maintain data as required by DOE
- Grant writing
- Serving as Chair of Site-Base Committee
- Team Leader
- Serving as campus rep for District Education Committee
- Presenting at local and national conferences
- Teacher observation using Teachscape tool

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### **PROFESSIONAL EXPERIENCE**

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**Galveston Independent School District, Early Childhood University,  
Galveston, Texas**

2010-present

**Campus Magnet Coordinator/Assistant Principal Intern  
Team Leader  
Chair-Site Base Committee  
Campus Representative for District Education Committee**

**Galveston Independent School District, Early Childhood University, Galveston,  
Texas**

August 2010-December 2010

**4<sup>th</sup> Grade Self-Contained Teacher  
Team Leader  
Site-Base Committee**

**Galveston Independent School District, L.A. Morgan Elementary, Galveston,  
Texas**

August 2008-August 2010

**4<sup>th</sup> Grade Science Social Studies Teacher  
3<sup>rd</sup> Grade Math, Science, Social Studies Teacher  
Robotics Coach  
Site-Base Committee**

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**Clear Creek Independent School District, Creekside Intermediate, League City, Texas**

December 2001-September 2008

- **Secretary to Assistant Principal**
- **In-School Suspension Instructor**
- **Bookkeeper (Accounts Receivable)**
- **Attendance Clerk**
- **Special Education Secretary**
- **Cheerleading Coach**

**PREVIOUS PROFESSIONAL EXPERIENCE:**

**League City Police Department, League City, Texas**

June 2000-December 2001

- **911 Dispatcher**

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**EDUCATION**

**University of Texas at Arlington, Arlington, Texas**

Master's Degree In Educational Leadership and Policy Studies (May 2013)

**LeTourneau University, Houston, Texas**

Bachelor's Degree In Interdisciplinary Studies (May 2008)

**Alvin Community College, Alvin College**

Associate's Degree In General Studies (August 2005) Magna Cum Laude

**Clear Creek High School, League City Texas**

May 1990-Honor Society

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**CERTIFICATIONS**

**K-12 Principal Certification**

**ESL Certification**

**EC-4 Generalist**

**G/T Certificate**

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**HONORS**

**REEL Leadership Academy graduate-Published Action Research Project**  
**Magnet Schools of America-Presentation at National Conference-Tulsa, OK**  
**Golden Key Honor Society Member Invitation-UTA**

References and Letters of Recommendation available upon request

# Jonathan Sledow

Jon\_sledow@gisd.org

**Objective** To create a Media Arts Magnet at Ball High School

**Professional Achievements** Developed Cisco Networking course at Ball High School

- Students consistently pass Cisco Certification Exam

Developed Web Technologies course at Ball High School

- Students consistently pass Webmaster Certification Exam

Developed Animation course at Ball High School

- Students consistently pass Animation Certification Exam

Developed Ball High School Newscast at Ball High School

- Students create a Ball High Newscast daily

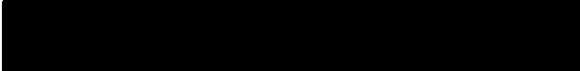
- Skills**
- Tech Apps Certification / Adept at using multiple software applications
  - Certified Webmaster (World Organization of Webmasters)
  - CTE Department Chair

**Work History**

Teacher	Houston ISD, Houston, TX	1987 - 1993
Teacher	Galveston ISD, Galveston, TX	1994 - present

**Education** BA University of Texas, Austin, TX 1977

**References** References are available on request.



# Christine Y. Moore

## Experience

2012 – Current LA Morgan Elementary Galveston, TX

### **Educational Technologist**

- Planning staff development for educational technology (Macbook, iPad, Starboard, web programs, RtI programs, classroom management, etc)
- Worked with Magnet team to plan for sustainability when program funding ends, researching new tools/methodologies for staff
- Provide training, both online and face to face, for faculty and staff
- Troubleshooting technical difficulties
- Maintain campus website
- Work with MIS to plan update for new computer lab
- Inventory of all items purchased with Magnet funds
- Work with students and teachers in the classroom as facilitator, co-teacher, lesson plan help, observer

2004-2012 Brownwood Intermediate School Brownwood, TX

### **6<sup>th</sup> Grade Social Studies/Language Teacher, 6<sup>th</sup> Grade ELAR Teacher**

- Sponsorship/planner of various projects: mock debate/election, after school drama club, book club, interdisciplinary units
- Voices Around the World project, student-written letters were mailed to schools all over the world. Responses came from many different continents and my students corresponded as we charted the responses from maps and letters throughout the room, covering all four walls.
- Reading Tutoring, mentoring.
- UIL Coach 3 years – until program ended at the campus
- Utilized various programs with technology – designed WebQuests, power point presentations, united streaming, wiki, online texts, Quia, other 2.0 tools and trained educators in the use of those tools
- Emphasis on reading strategies in content area, worldwide cultures, writing skills, higher level thinking skills, enrichment.
- Conducted brief workshops on reading strategies for faculty on campus.
- Conducted workshops on integrating technology at regional TCEA convention and reading strategies at Angelo State University literacy convention, presenter at state TCEA convention
- Designed/created family literacy program for our campus library and received a \$15,000 grant from Verizon which enabled us to purchase nearly 400 books and materials needed to sustain the program.
- Gifted/Talented teacher; robotics team sponsor and coach; teacher mentor

2003-2004 Welmar Elementary School Weimar, TX

### **3<sup>rd</sup> Grade Social Studies/Science Teacher**

- Emphasis on reading strategies in content area.
- Utilized Accelerated Writing program, along with others.
- UIL Coach, tutoring, mentoring.

- Science Fair committee, red ribbon committee.
- Enrichment activities offered to all students.

2001-2002 Beasley Elementary School Beasley, TX  
**Pre-Kindergarten Teacher, 1/2 day**

- Set up learning centers.
- Taught basic sign language to all students to assist ESL and letter recognition.
- Conducted IRI's for other grade level students.

1999-2001 Eagle Lake Middle School Eagle Lake, TX  
**6<sup>th</sup> Grade Language Arts Teacher**

- Grade level sponsor, Student Council Sponsor, UIL coach, tutoring, mentoring new teachers (including modeling lessons and evaluating their performance), co-chaired 6<sup>th</sup> grade production of *Romeo and Juliet*.
- Conducted workshops on reading strategies for faculty on campus.
- Utilized technology for research and student projects, set up activity centers and hands-on projects.
- Students showed substantial improvement on test scores

**Education**

2010-Current Walden University Baltimore, MD

- Ph.D in Education, specialization in Educational Technology
- GPA 4.0 (dissertation phase, anticipated complete Dec 2013)

2008-2010 University of Phoenix Phoenix, AZ

- M.Ed. Curriculum and Instruction, specialization in Reading/Language Arts
- GPA 3.95

1991-1994 Howard Payne University Brownwood, TX

- B.S., Elementary Education (Option II, grade 1-8)/Psychology.
- Volunteered to participate in an enrichment program at Coggin Elementary and to work with a kindergarten student who was believed to be hearing impaired. Completed student teaching at Coggin Elementary – 4<sup>th</sup> grade level. Achieved Honor Roll, Dean's List, President's List.
- Certified Elementary self-contained grade 1-6, English grade 1-8.
- Certified Master Reading Teacher grades EC - 12.

**Interests**



**Publications**

Column titled "Educational Notes" in BrownwoodNews.com; focus on the use of technology in the classroom, anecdotes, training (October 2009 – August 2012)

Article published in TechEdge magazine, November 2011; "Web 2.0: What have you done for me lately?" & November 2012; "Building Egypt" & February 2013; "Back to School: Cyber Style"

Blog: Technology in Schools <http://edtech-school.blogspot.com/>

# Thomas L. Peace

thomas\_peace@gisd.org

**OBJECTIVE:** To pursue a coaching position that will utilize my skills and experience to help build a successful athletic program through hard work, dedication, and team unity.

**EDUCATION:** Sam Houston State University – Huntsville, Texas, 1992-1999  
Bachelor of Business Administration

Katy High School – Katy Texas, 1988-1992

**PROFESSIONAL:** Galveston Ball High School, Galveston, Texas (2006-Present)  
Secondary Coach (Varsity)

**EXPERIENCE:**

- Analyzed situations and personnel in calling defensive plays
- Trained Secondary at the Freshman/Junior Varsity and Varsity level in techniques associated with the program.
- 4-3, 3-4, 3-3 stack, 4-2-5
- Special Team Coordinator (2008-2010)
- Video Coordinator (Coach Comm Video System/HUDL)
- Recruiting Coordinator
- Academic Advisor

**Head Boys Soccer Coach 2011-Present**

- Lead entire soccer program from 9-12 grades as well as the middle schools.
- Analyzed all aspects of academics, recruiting, practice organization, game planning, budget and off season program.
- Overall Record as a Head Coach 14-7-5
- 2nd place in 43- 4A district (Bi-District playoff appearance)

**Assistant Soccer Coach 2006-2011**

- Assisted head coach with techniques associated with the program.

**Assistant Track Coach 2006-2010**

- Trained jumpers (from freshman to varsity level) the techniques involved with being successful

**Abundant Life Charter School (1A), LaMarque, Texas (2005-2006)**

**Offensive Coordinator /Head Junior High Coach**

- Analyzed situations and personnel in calling offensive plays
- Trained Running Backs, Quarterbacks, Wide Receivers and Defensive Backs in techniques associated with the program
- Implemented all aspects of Jr. High football program

**Varsity 1<sup>st</sup> Assistant /Head Junior Varsity Basketball Coach**

- Assisted head coach with all aspects of the basketball program

**Strength and Conditioning Coach**

- Created strength, conditioning and agility workouts for jr. high – high School athletics

# Thomas L. Peace

thomas\_peace@gisd.org

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- Jack Yates Sr. High School, Houston, Texas (1999-2001)**  
*Freshman/Varsity Assistant*
- Trained Running Backs and Secondary in techniques associated with the program
- RELATED EXPERIENCE:**
- Teacher-Business Education/AVID Teacher-Coordinator/9<sup>th</sup> Grade Academy Coordinator-Teacher (Teen Leadership)**  
*Galveston Ball High School, Galveston, Texas (Aug. 2006-Present)*
- Teach Business Computer Information System, Recordkeeping, Keyboarding, Business Management, Entrepreneurship, and Money Matters.
  - Advanced Via Individual Determination (AVID) - College Readiness Program
    - Teach AVID Curriculum to 9<sup>th</sup> - 12<sup>th</sup> grade students
    - Complete necessary documentation for entire AVID program.
    - Recruit/supervise tutors
    - Conduct all site team meetings
  - Teach Teen Leadership -- Teach Teen Leadership(Developing Leaders for the Future)
- Teacher-Business Education**  
*Shekinah Radiance Academy 6<sup>th</sup> - 12<sup>th</sup> grade (Abundant Life Campus), Lamarque, Texas (2005-2006)*
- Taught Keyboarding, Business Computer Information Systems , Intro to Business, Marketing, Business Law and Finance
- Project Manager - Communities in School-Houston**  
*Houston, Texas (2000-2005)*  
*Jack Yates High School, Turner Elementary, MacArthur Elementary*
- Provided guidance and counseling services to at-risk students in individual group setting
  - Coordinator of parental involvement, campus, and community activities
  - Supervised interns, work-study students, volunteers and mentors
  - Program Director of 21<sup>st</sup> Century After School Program
  - Member of Project Grad/South central School District Board of Trustees
  - HISD Crisis Team
  - The National Organization of Victims Assistant
- PLAYING EXPERIENCE:**
- Katy High School, Mike Johnston - Head Coach (1988-1992)**  
**All District Running Back (1990-1991, 1991-1992)**
- Sam Houston State University, Ron Randleman - Head Coach (1992-1994)**
- Running Back/Full Back
- CERTIFICATIONS:** **Business Education 6-12**  
**CPR/First Aid**
- REFERENCES:** **Available upon request**

# Nancy Moreno Chapa

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## *Professional Service Experience:*

### **2010-present Assistant Principal of L.A. Morgan Elementary School, Galveston ISD**

Responsible for supporting the school principal in overseeing the management of school operations including, but not limited to, instructional program, school improvement, facilities, and finance. Share the responsibility with school principal in the supervision of teachers and staff. Primarily responsible for student discipline and establishing a climate that allows for positive student behavior in order to foster a learning environment that facilitates academic achievement.

### **2010 District Coordinator for Vision 2020, Galveston ISD**

Responsible for management of program operations and meeting all program mandates including, but not limited to, creating and implementing a strategic plan (including all stakeholders) to promote the program; ensuring that students find academic success via a different method of instruction; overseeing the Site Coordinators and Facilitators; overseeing curriculum development; providing support to site-based leadership; serving as a liaison with TEA and other service agencies; overseeing program budget; and providing support in submitting appropriate documentation and writing of grant(s).

### **2007-2009 Chief Operating Officer, Yes We Can America**

Responsible for overseeing the operations in all areas of the organization including, but not limited to, the departments of Administration, Human Resources & Development, Marketing, Business Services, and Technology. As a member of the Executive Team I participated in the founding of the core values, creation of the vision, establishment of the mission, execution of the strategic plan, and achievement of the goals of the organization. I was considered the "keeper" of the core values upon which the organization was founded and was ultimately responsible for ensuring that these were never compromised in the decision-making process by the organization's leaders.

### **2002-2007 Site Administrator & Program Coordinator, Jurupa Unified School District— Jurupa Youth Opportunity Center (YOC)**

Served as the visionary for the conceptualization and eventual establishment of the YOC (site which serviced the most critically at risk students at the secondary level). Responsible for moving forth the vision, establishing the culture and fostering the climate for the organization; overseeing daily operations of the YOC, the continuation high school satellite, and assisting as Principal Designee for the adult and alternative education site; overseeing student achievement and discipline; supervision of certificated and classified staff and facilitating staff development; site-level management of large categorical budget and serving as the author of the funding/grant proposal; establishing business and higher education partnerships; representing school and community as liaison with law enforcement and social service agencies; serving as youth advocate to ensure opportunities for academic achievement and social success.

### **2000-2002 EL Facilitator/Administrative Designee /University of California (Riverside) Cooperating Teacher/Language Arts Teacher (grades 7 & 8), Jurupa Unified School District—Mission Middle School**

**1988-2000 Structured English Immersion, Curriculum Design and Bilingual Teacher (grades K, 1, 3, & 4), Jurupa Unified School District—West Riverside Elementary & Ontario-Montclair School District—Cypress Elementary School**

## ***Education:***

**California State University, San Bernardino**  
Earned M.A. degree in Educational Administration 1999

**Claremont Graduate University**  
Earned M.A. degree in Education 1990

**University of California, Riverside**  
Earned B.A. degree in Spanish (language) 1988

**Chaffey Community College**  
Earned A.A. degree in General Education 1985

## ***Credentials/Certifications:***

- Principal (TX Certification)
- Superintendent (TX 1-year Certification)
- Generalist EC-6 (TX 1-year Certification)
- Generalist 4-8 (TX 1-year Certification)
- English as a Second Language Supplemental (TX 1-year Certification)
- PDAS/ILD (TX Certification)
- Capturing Kids Hearts Administrator Training
- California Schools Leadership Academy Program Certification
- Administrative Credential (California)
- Multiple Subject Clear Credential (California)
- Bilingual Cross-Cultural Language and Academic Development Credential (California)
- Conflict Resolution for the Educational Environment Certification
- 40 Developmental Assets Trainer Certification

## ***Professional Leadership Roles:***

- Yes We Can America Executive Team member 2007-2009
- Yes We Can America Management Team & Leadership Team Leader 2007-2009
- Jurupa Unified School District Administration Team Member 2002-2007
- Jurupa Unified School District Student Attendance Review Board (SARB) Member 1999-2007
- Jurupa Unified School District Senior CLAD Trainer 1998-2006
- Jurupa Unified School District Comité Sites Review Team Member 2004
- School Readiness Program Administrative Team Member 2003
- University of California (Riverside) Teacher Education Program Cooperating teacher 2001-2003
- English Learner Program Site Coordinator 2001-2002
- Middle School Leadership Team Member 2000-2002
- Community Based English Tutoring Program (CBET) Facilitator 1999-2002
- District ELD Standards Committee Member 2000-2002
- Elementary Grade Level Chairman 1990-1995 & 1996-1998
- Elementary Student Teacher Mentor 1992-1995 & 1997-1999
- Elementary Safe Schools Committee Chairman 1997-1999

**CAROL H. BAKKEN, Ed.D.**

Deputy Director  
Wexford, Inc.

Email: [cbakken@wexford.org](mailto:cbakken@wexford.org)

Dr. Bakken brings over 40 years experience in public education to her position as Wexford's Deputy Director. Her areas of focus include organizational planning, external evaluation, family involvement, and supporting parents and educators of children on the autism spectrum as a member of the Wexford Investigating Autism development team. She also applies her expertise and experience in facilitating multi-organizational collaboratives for strategic planning and in preparing districts for compliance monitoring.

Dr. Bakken joined Wexford in 2009 following 29 years with the Los Angeles County Office of Education (LACOE), the largest intermediate agency in the country. While at LACOE, she held numerous leadership and administrative positions, most recently as the assistant director of the Division for School Improvement and, for 10 years, as assistant director of the Southern California Comprehensive Assistance Center. Her major focus over the last 20 years has been expanding organizational capacity through locating, developing, and managing a wide variety of supplemental resources, and providing technical assistance, professional development, and capacity building to schools and districts across Southern California.

Dr. Bakken has also served LACOE as an assistant principal and a principle in Alternative Education, categorical coordinator, teacher on special assignment in the Title I Office, and as a teacher of incarcerated youth. Prior to joining LACOE, Dr. Bakken taught severely disturbed and autistic children in the Vallejo (California) Unified School District, Charleston (South Carolina) County Public School District, Westmoreland (Pennsylvania) Intermediate Unit, and at Torrance (Pennsylvania) State Hospital. She also served as a consultant and as the supervisor of the Children's Unit at the Virginia Beach (Virginia) Comprehensive Mental Health Services. Dr. Bakken has been an instructor on the topic of Least Restrictive Environment (LRE) for the University of Virginia and for Remedial Mathematics at Trident Technical College in Charleston, South Carolina.

In addition, Dr. Bakken has served as an Advisor to the California State PTA Parent Involvement Commission since 1994. She has been a member of the California Committee of Practitioners (COP) and its Neglected and Delinquent Subcommittee. She also developed and chaired the Southern California Family Involvement Network and was a leader in the development of the California Family Area Network and the Los Angeles County Family Involvement Network.

Over the past 25 years, Dr. Bakken authored, coordinated, and provided technical assistance on over 50 grants and contracts securing \$70+ million from federal, state, private foundation, and corporate sources. She has provided technical assistance workshops for a number of state and federal grants as well as providing basic project development training and technical assistance.

Dr. Bakken received her B.A. in education (special education) and her M.A. (special education) from Indiana University of Pennsylvania, and her doctorate (educational administration) from United States International University where she earned the award for Outstanding Dissertation.

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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To add more Budget Narrative attachments, please use the attachment buttons below.

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[View Optional Budget Narrative](#)

Galveston ISD  
APEX Budget Narrative

A	B	C	D	E	F	G
1	<b>Galveston ISD -- Magnet School Assistance Program Budget</b>					
2						
3	<b>Description</b>	<b>Units</b>	<b>Cost Per</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
4	<b>Personnel</b>					
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24				2,090,000	2,090,000	2,090,000
25			15%	313,500	313,500	313,500
26				<b>2,403,500</b>	<b>2,403,500</b>	<b>2,403,500</b>
27						
28	<b>Travel</b>					
29	All Field Trips Admission/Food to libraries/colleges, NASA, Natural History Museum			3,000	3,000	3,000
30	All Student Academic Competitions -- all -- Registration and Meals (not transportation)	1	5000	3,000	3,000	3,000
31	All State and Regional Subject Area and Magnet Conferences, School visits-- teachers -- Magnet Schools of America, AVID, ISTE, Math, Science	50	1000	50,000	50,000	50,000
32						
33						
34				<b>56,000</b>	<b>56,000</b>	<b>56,000</b>
35						
36						
37	<b>Equipment</b>					
38	All Laptops for Magnet Personnel (30 yr 1 - 8 yr 2)	30	1200	36,000	9600	
39	All Printers for Magnet Personnel (30 yr 1 - 8 yr 2)	30	400	12,000	3200	
40	Weis Animation and Game Design Computers for Classrooms 2 * 25 * \$1500	52	1200	62,400		
41	All Instructional Equipment for Theme and Curriculum Integration					
42	Weis Media Arts Preparatory Academy -- See Detail Below			20,000	55,000	55,000
43	Scott Collegiate Academy -- See Detail Below			73,000	100,000	101,000
44	Ball STEM - Biomedical and Health Careers -- See Detail Below			70,000	75,000	75,000
45	Ball STEM - Engineering and Robotics -- See Detail Below			74,400	107,200	105,000

Galveston ISD APEX 2 Budget Narrative

**Galveston ISD  
APEX Budget Narrative**

	A	B	C	D	E	F	G
46		Media Arts and Digital Technology -- See Detail Below			70,000	95,000	80,000
47	Ball	Innovation and Entrepreneurship -- See Detail Below			63,500	92,500	80,000
48	All	Teacher laptops - 80 yr 1 , 30 yr 2, 30 yr 3	80	1200	96,000	36,000	36,000
49	All	iPads-- for teacher viewing of curriculum documents and interactive activities in class	80	400	32,000	12,000	12,000
50	All	Mobile Labs (1 per program per year)	6	35000	210,000	210,000	210,000
51							
52		<b>Equipment Total</b>			<b>819,300</b>	<b>795,500</b>	<b>754,000</b>
53		<b>Supplies</b>					
54	All	District Supplies / Postage			10,000	10,000	10,000
55		Instructional Supplies and Software for Theme and Curriculum Integration					
56	Weis	Media Arts Preparatory Academy -- See Detail Below			80,000	90,000	85,000
57	Scott	Collegiate Academy -- See Detail Below			27,000	45,000	39,000
58		STEM - Biomedical and Health Careers -- See Detail Below			30,000	65,000	60,000
59		STEM - Engineering and Robotics -- See Detail Below			25,600	37,800	35,000
60		Media Arts and Digital Technology -- See Detail Below			30,000	50,000	60,000
61	Ball	Innovation and Entrepreneurship -- See Detail Below			36,500	52,500	60,000
62	All	Student Showcases -- project presentations 6 each year	6	1000	6,000	8,000	9,000
63		<b>Supplies Total</b>			<b>245,100</b>	<b>358,300</b>	<b>358,000</b>
64							
65		<b>Contracted Services</b>					
66	All	Evaluation Services Wexford	1	220000	220,000	220,000	220,000
67	All	Recruitment Coordinator			40,000	40,000	40,000
68	All	Recruitment Advertising			10,000	10,000	12,000
69	All	Professional Development Contractors			50,000	75,000	75,000
70		Response to Intervention, ESL Certification, Diversity,					
71		Teaching Minority Students, Blended Learning					
72		Project Based Learning, AVID, Agile Mind,					
73		Differentiation					
74		<b>Contractors Total</b>			<b>320,000</b>	<b>345,000</b>	<b>347,000</b>
75		<b>Construction</b>					
76	Weis	Media Arts Classrooms -- Cabling/electricity	2	10000	20,000		
77	All	Wireless Installation (expand at Weis / wire only Scott)	1	35000	35,000		
78	Ball	Broadcasting Classroom	1	40000	40000		
79					<b>95,000</b>	<b>0</b>	
80							
81		<b>Indirect Cost (.01103)</b>	<b>1.10%</b>	<b>4,000,000</b>	<b>103050</b>	<b>40315</b>	<b>40315</b>
82							
83							
84		<b>Grand Total</b>			<b>4,041,950</b>	<b>3,998,615</b>	<b>3,959,000</b>
85							
86							
87			<b>Qty</b>	<b>Unit Cost</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
88	Weis	<b>Weis Media Arts Preparatory Academy</b>					
89		<b>Instructional Equipment</b>					
90		Gaming equipment - tablets, joysticks, etc.	60	100	6,000	5000	

**Galveston ISD  
APEX Budget Narrative**

	A	B	C	D	E	F	G
91		Student Tablets and/or laptops for blended learning/electronic textbooks				25000	50
92		Digital Cameras for students	26	400	10,400		
93		Color Laser Printers for Media Arts Classrooms	6	600	3,600		
94		Gaming/Animation Server	1	25000		25000	
95		<b>Equipment Total</b>			<b>20,000</b>	<b>55,000</b>	<b>55,000</b>
96		<b>Instructional Supplies</b>					
97		Photography Printing Supplies for projects/activities	1	400	1,000	1,000	1,000
98		Classroom Instructional Supplies/reference materials	1	10000	2,500	20,000	20,000
99		E-books allocation for student research	1500	1	1,500	1,500	1,500
100		Technology Equipment Consumable Supplies	1	5000	5,000	5,000	5,000
101		Instructional Technology Classroom Supplies		10000	10000	12500	12,500
102		Instructional Software (ipad apps, RTI, Bil/ESL, Animation & Gaming Software)	1	30000	30,000	30000	30,000
103		Balanced Literacy Lab plus teacher materials			30000	20,000	20,000
104		<b>Supplies Total</b>			<b>80,000</b>	<b>90,000</b>	<b>85,000</b>
105							
106							
107	<b>Scott</b>	<b>Scott Collegiate Academy</b>					
108		<b>Instructional Equipment</b>			<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
109		Marque - community awareness/parental involvement			18,000		
110		Lumins - document cameras			3,500	2,000	3,500
111		Media Cart for Presentations				4,000	4,000
112		IPADS for student use (100+150+150)		500	50,000	75,000	75,000
113		Smartboards				19,000	19,000
114		Die Cut machine for bulletin boards and student projects			1,500		
115					<b>73,000</b>	<b>100,000</b>	<b>101,500</b>
116		<b>Instructional Supplies</b>					
117		Balanced Literacy Lab plus teacher materials			8,000	3,000	3,000
118		Culture of the School - over 3 yrs.( banners, college logos, etc. )			2,500	1,000	1,000
119		Chinese textbooks			2,500		
120		Parent workroom supplies/furniture			2,650	1,000	1,000
121		Die Cut machine supplies			500		
122		Instrutional Software(IPAD apps, RTI, Bil/ESL etc.)			10,850	40,000	33,000
123					<b>27,000</b>	<b>45,000</b>	<b>39,000</b>
124							
125							
126	<b>Ball</b>	<b>STEM Biomedical / Health Careers - Pathway</b>					
127							
128		<b>Equipment</b>					
129		Interactive Science Lab Technology			\$30,000	\$20,000	\$10,000
130		Student Tablets/laptops (35,55,65)		1000	\$35,000	\$55,000	\$65,000
131		Classroom printers			\$5,000		
132		Totals			<b>\$70,000</b>	<b>\$75,000</b>	<b>\$75,000</b>
133							
134		<b>Supplies</b>					
135		PLTW STEM PBS Supplies (chemicals, lab Kits, food materials, general)			\$6,000	\$10,000	\$12,000

Galveston ISD APEX 2 Budget Narrative

**Galveston ISD  
APEX Budget Narrative**

	A	B	C	D	E	F	G
136		PLTW STEM HBS Supplies (chemicals, lab Kits, general)			\$6,000	\$9,000	\$12,000
137		PLTW STEMMI (chemicals, lab Kits, general)			\$7,000	\$9,000	\$12,000
138		Project/General Science Supplies			\$4,000	\$6,000	\$8,000
139		Instructional Software (apps, 3D science software, rti, interactive)			\$2,000	\$16,000	\$30,000
140		Core area Instructional Supplies, reference books, consumables			\$5,000	\$15,000	\$10,000
141				Totals:	<b>\$30,000</b>	<b>\$65,000</b>	<b>\$60,000</b>
142							
143		<b>STEM Engineering and Robotics - Pathway</b>					
144		<b>Equipment</b>					
145							
146		3D Scanner			\$3,000.00		
147		Large Format Printer			\$6,000.00		
148		PLTW Intro to Eng Design (IED) required equipment	6	\$900.00	\$5,400.00		
149		PLTW Princ of Eng (POE)	6	\$10,000.00	\$60,000.00		
150		PLTW Aero Eng (AE)	2	\$7,500.00		\$15,000.00	
151		PLTW Biotechnical Eng (BE)	2	\$5,000.00		\$10,000.00	
152		PLTW Digital Electronics (DE)	2	\$6,000.00		\$12,000.00	
153		PLTW Civil Eng (CE)	2	\$2,000.00		\$4,000.00	
154		PLTW Computer Manuf (CIM)	2	\$25,000.00		\$50,000.00	
155		PLTW Eng Design & Dev (EDD)	2	\$600.00		\$1,200.00	
156		Robotics Kits				\$15,000	
157		Desktop Computers	70	\$1,500			\$105,000
158				Totals:	<b>\$74,400</b>	<b>\$107,200</b>	<b>\$105,000</b>
159		<b>Supplies</b>					
160		3D Printer Supplies			\$6,000	\$10,000	\$10,000
161		Large Format Printer Supplies			\$3,500	\$2,000	\$2,000
162		Intro to Eng Design (IED) Supplies	6	\$50	\$300.00	\$300.00	\$300.00
163		Princ of Eng (POE) Supplies	6	\$200	\$1,200.00	\$1,200.00	\$1,200.00
164		Aero Eng (AE) Supplies	2	\$250	\$500.00	\$500.00	\$500.00
165		Biotechnical Eng (BE) Supplies	2	\$600	\$1,200.00	\$1,200.00	\$1,200.00
166		Digital Electronics (DE) Supplies	2	\$150	\$300.00	\$300.00	\$300.00
167		Civil Eng (CE) Supplies	2	\$100	\$200.00	\$200.00	\$200.00
168		Computer Manuf (CIM) Supplies	2	\$100	\$200.00	\$200.00	\$200.00
169		Instructional Software			\$12,200	\$14,000	\$15,000
170		Miscellaneous Classroom Supplies (paper, copies, reference materials)				\$7,900	\$4,000
171				Totals:	<b>\$25,600</b>	<b>\$37,800</b>	<b>\$35,000</b>
172							
173		<b>Media Arts and Digital Technology Pathway</b>					
174		<b>Equipment</b>					
175		Desktops for classrooms	1	\$1,000	\$50,000		
176		Set Furniture (Anchor Desk & Chairs)			\$5,000		
177		LED Monitors and Stands (for Set)			\$5,000		
178		Professional Lighting equipment				\$10,000	\$5,000
179		Professional Audio Equipment				\$10,000	\$5,000
180		Teleprompter				\$6,000	

Galveston ISD APEX 2 Budget Narrative

**Galveston ISD  
APEX Budget Narrative**

	A	B	C	D	E	F	G
181		Camera Equipment				\$15,000	\$20,000
182		Studio Equipment (Light/Audio Table & Cabling, Live production Switcher)				\$15,000	\$30,000
183		Slates for Graphic Design and Video Editing	50	\$500		\$25,000	
184		Professional Poster/Photo Printers				\$9,000	
185		Cameras					\$20,000
186		<b>Equipment Total:</b>			<b>\$70,000</b>	<b>\$95,000</b>	<b>\$80,000</b>
187							
188		<b>Supplies</b>					
189		Adobe Masters Collection			\$13,000		
190		Flash Drives/SD Drives for Students	240	\$60		\$10,000	\$15,000
191		Studio Supplies			\$5,000	\$10,000	\$13,000
192		Streaming software			\$7,000	\$10,000	\$7,000
193		Instructional Supplies for Core Areas and Printer Supplies and reference materials			\$5,000	\$20,000	\$25,000
194		<b>Supplies Total:</b>			<b>\$30,000</b>	<b>\$50,000</b>	<b>\$60,000</b>
195							
196		<b>Innovation and Entrepreneurship - Pathway</b>					
197							
198		<b>Equipment</b>					
199		Student Tablets/laptops		1000	\$50,000	\$80,000	\$80,000
200		Printer/Scanner			\$6,000		
201		Marketing Equipment (display cases, Signage)			\$5,000		
202		Document Cameras (5, 25)		500	\$2,500	\$12,500	
203				Totals:	<b>\$63,500</b>	<b>\$92,500</b>	<b>\$80,000</b>
204		<b>Supplies</b>					
205		Student Project Supplies (presentations, products)					\$15,000
206		Student Flash Drives			\$3,000	\$5,000	\$7,000
207		Marketing Supplies			\$5,000	\$10,000	\$10,000
208		Printer Supplies			\$5,000	\$5,000	\$5,000
209		Instructional Software (apps, presentation, marketing, RTI )			\$18,000	\$22,000	\$13,000
210		Core Area Instructional Supplies and reference materials			\$5,500	\$10,500	\$10,000
211				Totals:	<b>\$36,500</b>	<b>\$52,500</b>	<b>\$60,000</b>

**Non-Federal Funds Budget Narrative Galveston ISD**

In the 'non-federal funds' budget document, the GISD operational costs to operate the three campuses on which the six MSAP programs will be housed were included. There are no MSAP funds on this page. This page, however, does include Local, State, and Federal Title, Perkins, IDEA funds based upon what is currently being received in 2012-2013 school year. Subsequent years were increased by 5%. However, the availability of these funds is dependent upon continued receipt of funds at current funding levels from local, state, and federal funding streams.

The detailed breakdown of these operational funds are found in Table 9 of the project narrative



**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

Galveston ISD

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	2,090,000.00	2,090,000.00	2,090,000.00	0.00	0.00	6,270,000.00
2. Fringe Benefits	313,500.00	313,500.00	313,500.00	0.00	0.00	940,500.00
3. Travel	56,000.00	56,000.00	56,000.00	0.00	0.00	168,000.00
4. Equipment	819,300.00	795,500.00	754,000.00	0.00	0.00	2,368,800.00
5. Supplies	245,100.00	358,300.00	358,500.00	0.00	0.00	961,900.00
6. Contractual	320,000.00	345,000.00	347,000.00	0.00	0.00	1,012,000.00
7. Construction	95,000.00	0.00	0.00	0.00	0.00	95,000.00
8. Other		0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	3,938,900.00	3,958,300.00	3,919,000.00	0.00	0.00	11,816,200.00
10. Indirect Costs*	103,050.00	40,315.00	40,293.00	0.00	0.00	183,658.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	4,041,950.00	3,998,615.00	3,959,293.00	0.00	0.00	11,999,858.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

Name of Institution/Organization Galveston ISD	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	15,658,500.00	16,441,425.00	17,263,496.00	0.00	0.00	49,363,421.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	872,942.00	916,589.00	962,418.00	0.00	0.00	2,751,949.00
4. Equipment	16,579.00	17,408.00	18,278.00	0.00	0.00	52,265.00
5. Supplies	763,007.00	801,157.00	841,215.00	0.00	0.00	2,405,379.00
6. Contractual	691,771.00	726,359.00	762,677.00	0.00	0.00	2,180,807.00
7. Construction	0.00		0.00	0.00	0.00	0.00
8. Other	500,000.00	500,000.00	500,000.00	0.00	0.00	1,500,000.00
9. Total Direct Costs (lines 1-8)	18,502,799.00	19,402,938.00	20,348,084.00	0.00	0.00	58,253,821.00
10. Indirect Costs	2,983,523.00	3,132,699.00	3,289,335.00	0.00	0.00	9,405,557.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	21,486,322.00	22,535,637.00	23,637,419.00	0.00	0.00	67,659,378.00

**SECTION C - BUDGET NARRATIVE (see instructions)**