

DALLAS INDEPENDENT SCHOOL DISTRICT

Public School Choice 5.0

Call for Proposals SY 2018-2019

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Public School Choice 5.0

Call for Proposals

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INTRODUCTION TO PUBLIC SCHOOL CHOICE

As Dallas ISD seeks to ensure all students graduate from high school ready for college and career, Public School Choice will be a mechanism for growing the range of options so that all Dallas ISD students can attend a best-fit school – more specifically, a school where educators can more meaningfully and more deeply engage students intellectually by tapping into their specific interests, aspirations, preferred learning styles, personal circumstances, and values. The theory of action is clear: If all students are in a high-quality, best-fit school, then they will realize their full academic potential.

Currently in Dallas ISD, choice manifests primarily through a number of magnet schools that are some of the best in the entire country. However, the admission criterion precludes many students from attending. Over the coming years, the Dallas ISD Office of Transformation and Innovation will help expand Public School Choice options for all students, regardless of their academic abilities.

Past [Public School Choice](#) competitive proposal processes ushered in schools ranging from those that anchor teaching and learning under a Personalized Learning model to a Leadership school to schools driven by a Science, Technology, Engineering, Art, and Mathematics (STEAM) framework. Future Choice Schools offered by Dallas ISD will include a variety of instructional approaches and content/themes, such as:

- Montessori School
- International Baccalaureate (IB) schools
- Early College High schools
- Community School
- Expeditionary Learning schools
- Personalized Learning schools
- Leadership academies
- Dual Language schools
- Virtual School
- Schools for STEM/STEAM
- Visual and Performing Arts
- Business/Entrepreneurship
- Government/World Affairs
- Health, Humanities
- Communications
- Single Gender
- P-Tech
- Project-based Learning (with Design Thinking)
- Performance Learning (competency-based)

CATEGORIES OF CHOICE SCHOOLS

The Dallas ISD Choice Schools that come out of the Public School Choice 5.0 competitive application process will be unique and nuanced in their instructional approaches and content/themes. We will likely see a wide array of offerings that are approved, from Montessori schools to STEM academies to Expeditionary Learning schools. However, no matter how different they may look in practice, they will all be able to fit into one of the categories below. *See Table 1 on page 5 for overall description of all categories.*

TRANSFORMATION SCHOOL

Transformation Schools are new, start-up, open enrollment schools. No Transformation School can institute academic entry requirements – in other words, they remain open to all students regardless of their academic abilities.

Ten (10) Transformation Schools have already been created through the Public School Choice proposal process to date (IDEA HS; Hulcy STEAM MS; Ignite MS, Solar Prep for Girls K-8; Mata Montessori ES; CityLab HS, Solar Prep for Boys K-8; Personalized Learning Prep at Sam Houston, Montessori Academy at Onesimo Hernandez, Downtown Dallas Montessori (pending approval for location and naming). Moving forward, the district's goal is to have an equitable distribution of Transformation Schools across the district. All Transformation Schools are fully open enrollment for students across the entire district, and transportation is provided for families within certain parameters. Transformation Schools should seek to offer instructional approaches, content, and themes that are attractive to Dallas ISD families of all backgrounds, which could lead to more diverse student bodies in these schools.

Applicant Team Criteria

Three types of Applicant Teams would be eligible to apply to become a Transformation School:

- An Applicant Team made up of existing Dallas ISD employees with at least three individuals (including the Lead Applicant) who plan to hold full-time positions at the campus
- An Applicant Team made up of a mix of district employees and out-of-district educators/partners¹ who are looking to launch a Choice School with at least three individuals (including the Lead Applicant) who plan to hold full-time positions at the campus
- An Applicant Team made up of only out-of-district educators/partners who are looking to design and launch a Transformation School in Dallas ISD

An Applicant Team is not required to have a proposed principal as part of their team in order to be eligible to submit a proposal.

Staffing

Because Transformation Schools are entirely new from the ground up, there will not be any existing staff. As such, the leadership teams of Transformation Schools will be able to hire and select their own staff under district guidelines.

¹ *Out-of-district Educators*: Professionals who are formally certified (possess valid licenses/certifications) to teach and/or lead within a public K-12 school setting and/or individuals who represent an organization with a track record of verifiable success developing, supporting, and/or managing K-12 public schools. It is expected that educators who plan to move from another state to launch a Choice School in Dallas ISD meet all Texas Education Agency certification requirements prior to official school launch.

Location

The District will be responsible for securing a suitable location and facility for successful Transformation School applicants. Applicant Teams should remain focused on the academic vision and instructional plan, rather than the future location or facility.

Note on External Partners

If a group of community members, parents, and/or non-profit organizations (i.e., museums, universities, teacher preparation/development organizations, etc.) have an idea for a Dallas ISD Transformation School and wish to engage in the competitive process, they will need to find an Applicant Team to partner with and sponsor their ideas throughout the proposal process. The Applicant Team must meet all of the eligibility criteria for Public School Choice 5.0 outlined in this application. These groups can also reach out to the Office of Transformation and Innovation for guidance about how to proceed with their ideas.

TRANSFORMATION REPLICATION SCHOOL

This new category of Choice Schools is specifically designed to replicate an approved Transformation School or Innovation School model from previous rounds of the Public School Choice proposal process as a Transformation School. This list is expected to evolve after each iteration of Public School Choice to ensure an equitable distribution of schools. Like Transformation Schools, Transformation Replication Schools will be new, start-up, open enrollment schools. No Transformation School will be able to institute academic entry requirements – in other words, they will remain open to all students regardless of their academic abilities.

Similarly, all Transformation Replication Schools will be fully open enrollment for students across the entire district and transportation will be provided for families within certain parameters. Transformation Schools should seek to offer instructional approaches, content, and themes that are attractive to Dallas ISD families of all backgrounds, which could lead to more economically diverse student bodies in these schools.

Applicant Team Criteria

Three types of Applicant Teams would be eligible to apply to become a Transformation Replication School:

- An Applicant Team made up of existing Dallas ISD employees with at least three individuals (including the Lead Applicant) who plan to hold full-time positions at the campus
- An Applicant Team made up of a mix of district employees and out-of-district educators/partners² who are looking to launch a Choice School with at least three individuals (including the Lead Applicant) who plan to hold full-time positions at the campus
- An Applicant Team made up of only out-of-district educators/partners who are looking to design and launch a Transformation School in Dallas ISD with at least three individuals (including the Lead Applicant) who plan to hold full time positions at the campus

The Public School Choice 5.0 an Applicant Team is not required to have a proposed principal as part of their team in order to be eligible to submit a proposal. For example, a successful Applicant Team for a Transformation Replication School could potentially only include a team of teachers who will use the planning year (under district guidelines) to search for/select their founding principal.

² *Out-of-district Educators*: Professionals who are formally certified (possess valid licenses/certifications) to teach and/or lead within a public K-12 school setting and/or individuals who represent an organization with a track record of verifiable success developing, supporting, and/or managing K-12 public schools. It is expected that educators who plan to move from another state to launch a Choice School in Dallas ISD meet all Texas Education Agency certification requirements prior to official school launch.

Staffing

Because Transformation Replication Schools will be entirely new from the ground up, there will not be any existing staff. As such, the leadership teams of Transformation Schools will be able to hire and select their own staff under district guidelines.

Location

The District will be responsible for securing a suitable location and facility for successful Transformation Replication School applicants. Applicant Teams should remain focused on the academic vision and instructional plan, rather than the future location or facility.

Note on External Partners

If a group of community members, parents, and/or non-profit organizations (i.e., museums, universities, teacher preparation/development organizations, etc.) have an idea for a Dallas ISD Transformation School and wish to engage in the competitive process, they will need to find an Applicant Team to partner with and sponsor their ideas throughout the proposal process. The Applicant Team must meet all of the eligibility criteria for Public School Choice 5.0 outlined in this application. These groups can also reach out to the Office of Transformation and Innovation for guidance about how to proceed with their ideas.

INNOVATION SCHOOL

Innovation Schools are existing neighborhood schools that want to do their academics differently; they stay in their existing facility and keep their traditional attendance boundaries. We believe that neighborhood schools should be allowed to repurpose into a Choice School while keeping their neighborhood identities. The Innovation School pathway enables neighborhood schools to raise their hands, be heard in a meaningful way, and become a Dallas ISD Choice School.

No Innovation School can introduce academic admissions requirements, and no existing neighborhood school will be repurposed into a full open enrollment school. Fifteen (15) Innovation Schools have already been identified to date (Bryan Adams HS; Marsh MS; Franklin MS; Preston Hollow ES; Kramer ES; Lipscomb ES; Geneva Height ES; Chapel Hill Preparatory ES; Rogers ES; Weiss ES; Botello ES; Lorenzo DeZavalla ES; L.O. Donald ES; John Reagan ES, Frederick Douglass ES-pilot, Thelma Page Richardson ES-pilot).

- **Only an existing neighborhood school leadership team can apply for its current school to become an Innovation School.**
- **Campuses currently identified as “Improvement Required (IR)” under state accountability standards are NOT eligible to apply.**

Student Participation

Innovation Schools keep their traditional attendance zones with the understanding to recruit students from across the district to fill any additional seats as defined under the Public School Choice enrollment regulations. Every child within the traditional attendance boundary will have a seat at the Innovation School, if the student and family wish.

Staffing

At Innovation Schools, there will be existing staff. The leadership teams of Innovation Schools are required to communicate and document the repurposed programming to all of their staff members along with ensuring staff buy-in into the Public School Choice Proposal. If the staff member would like to stay teaching at the repurposed Choice School, then they will be allowed to do so and receive the necessary professional development. However, if a staff member is not comfortable with the new approach and would like to go elsewhere, then the district will provide him or her with opportunities to apply for other positions.

Table 1: Categories of Choice Schools

Category	Transformation School	Transformation Replication School	Innovation School
Type of school	New start-up school	New start-up school	Existing Dallas ISD neighborhood school
Location	Determined by the district	Determined by the district	Existing facility
Launch date	August 2019*	August 2019*	August 2019
Enrollment Type	Open enrollment across entire district	Open enrollment across entire district	Traditional attendance zone
Student Participation	Schoolwide	Schoolwide	Schoolwide
Academic Entry Requirements	None	None	None
Teaching Staff	All new; school leadership team will hire new staff	All new; school leadership team will hire new staff	Existing staff with voluntary opt-in/opt-out option
Who Can Submit a Proposal	<ul style="list-style-type: none"> • Team of existing Dallas ISD employees • Mixed team of district employees and out-of-district educators/partners • Team of out-of-district educators/ partners 	<ul style="list-style-type: none"> • Team of existing Dallas ISD employees • Mixed team of district employees and out-of-district educators/partners • Team of out-of-district educators/ partners 	Existing campus leadership team

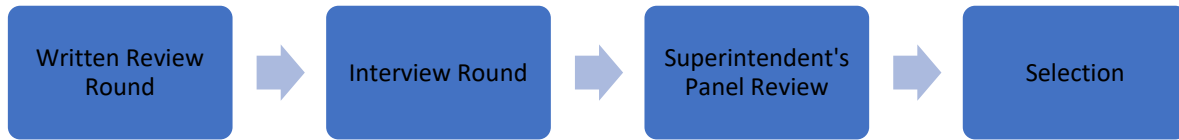
*Transformation/Transformation Replication Schools may or may not require a planning year

Piloting Greater Levels of School Autonomy

Dallas ISD’s Public School Choice initiative created an opportunity for the district to begin formally piloting and scaling schools with greater levels of school autonomy in exchange for greater accountability and results. Choice Schools, by design, require the district to decentralize its approach towards managing schools in some regards so educators can pilot and scale new approaches with resources, instruction, staffing, and schedules in order to accelerate student achievement. **Going forward, Innovation, Transformation, and Transformation Replication Schools may be granted varying levels of autonomy across specific categories (budget, schedule, curriculum, etc.) through the Public School Choice competitive proposal process.** As individual Choice Schools continue to demonstrate greater levels of success, they will become eligible to have access to greater levels of autonomies.

NOTE: Autonomies are assessed on a case by case basis and may or may not be granted as part of the proposal.

PROPOSAL REVIEW PROCESS



The review process begins January 2019. Proposals are evaluated on the quality of the proposed instructional program and programmatic elements, and the capacities required to successfully operate the school.

Written Review Round

Once applications are received, School Choice Committees (SCC) will convene to evaluate the written applications during the *Written Review Round*.

The exact make-up of the SCC could look different depending on the types of content, themes, and instructional approaches that are being proposed in order to ensure that relevant subject matter experts are included on the committees. A typical SCC would include the following:

- Six to eight senior Dallas ISD leaders, including Assistant Superintendents and Executive Directors, to evaluate the strength and capacity of the Applicant Team and the quality of the proposal itself
- One to two subject matter experts (externally) appointed by the Office of Transformation and Innovation to evaluate the proposed instructional approaches and/or content/themes

Interview Round

Proposals that make it out of the *Written Review Round* will enter into the *Interview Round*. During this time, an SCC will conduct interviews with Applicant Teams in order to provide thoughtful and well-informed recommendations to the Superintendent.

Note on Community Engagement: Community buy-in is a critical component in the proposal review process. An important tenet shared by all Choice Schools will be that decision-making should start at the school level with all school stakeholders (staff, students, parents, community) providing input. As such, Applicant Teams are expected to engage families, parents, school faculty and staff, students, and community members in the development and writing of the proposal. Dallas ISD will consider the depth and level of engagement with the school stakeholders as part of the overall review process. One of the most central features of the process is that Applicant Teams will be held to an extremely high standard in demonstrating that the community is on-board with their efforts. Applicant Teams proposing to launch a Transformation School are expected to provide compelling evidence for the *need* and *demand* for their Choice School in Dallas ISD.

Overall, this is a rigorous and competitive process. For those that are not successful in their first try, there will be plenty of additional opportunities in the coming years.

TIMELINE AND DUE DATES

NO EXCEPTIONS/WAIVERS WILL BE GRANTED TO APPLICANT TEAMS FROM THE REQUIRED DEADLINES.

Timeframe	Transformation and Transformation Replication Schools	Innovation Schools
June 2018	Release of the Public School Choice Letter of Intent and Proposal	
June 2018-September 2018	During this time, the Office of Transformation and Innovation (OTI) will be available to schedule exploratory meetings (highly encouraged) with potential Applicant Teams regarding Public School Choice. Please contact Shakeatha Butler (Director, OTI) to schedule: shakbutler@dallasisd.org or (972) 925-3306	
September 14, 2018	DUE DATE: LETTERS OF INTENT DUE BY 11:59 pm. Email to shakbutler@dallasisd.org	
September 2018-December 2018	<p>Series of workshops about the proposal design and development process for Applicant Teams (<u>attendance is required for at least 3 different sessions</u>).</p> <p>Note: During this time, Applicant Teams will also be able to receive individual support on their draft proposal from the OTI. Individual sessions will have to be booked in advance and will depend on availability. Please contact Shakeatha Butler (Director, OTI) to schedule: shakbutler@dallasisd.org or (972) 925-3306</p>	
January 8, 2019	<p>DUE DATE: FINAL PROPOSALS DUE BY 11:59PM. Email completed Proposal Template to shakbutler@dallasisd.org</p> <p>Note: Final submissions must follow the required proposal guidelines and requirements and should include: (1) Copy of submitted Letter of Intent; (2) Completed Proposal Template; and (3) Attachments.</p>	
January-February 2019	<p>Proposal Scoring and Selection:</p> <ul style="list-style-type: none"> ● School Choice Committees (SCC) will convene to review and score written proposals ● SCC interview Applicant Teams who make it out of the <i>Written Review Round</i> ● Superintendent’s panel reviews SCC recommendations ● Selection <p>Note: All Applicant Teams will be made aware of their status beginning the second week of February 2019.</p>	
Planning Runway Begins for Approved Applicant Team Proposals	<p><i>Schools begin planning for an August 2019 launch.</i></p> <p>School will receive intensive, individualized support from the OTI during the implementation years. Transformation and Transformation Replication schools may or may not require a planning year.</p>	

LETTER OF INTENT

Due September 14th 2018 by 11:59PM

This non-binding Letter of Intent (LOI) is used to express interest in designing and launching a Public School Choice model under one of three (3) categories of schools: Innovation, Transformation or Transformation Replication. Submitting an LOI does not obligate an Applicant Team to submit a proposal in response to the Public School Choice 5.0 proposal process.

NOTE: It is essential that Principals and/or Lead Applicants own and manage the entire Public School Choice 5.0 writing and development process for their Applicant Team.

The LOI will be crucial in helping the Office of Transformation and Innovation identify potential Applicant Teams who are in position to develop a Choice School proposal. **Email the LOI to Shakeatha Butler (Director, Office of Transformation and Innovation) at shakbutler@dallasisd.org no later than 11:59 p.m. on Friday Sept. 14th 2018.**

Applicant Information:

Name of Lead Applicant	
Current Work Location	
Current Work Address	
Contact Phone Number	
Email Address	

INNOVATION SCHOOLS ONLY

<p>The Public School Choice 5.0 list of school models is generated based on district needs and interests. We expect this list to evolve after each iteration of Public School Choice to ensure an equitable distribution of Choice Schools across the district. It is highly encouraged that teams only select <u>one model</u>.</p> <p>If you would like the district to consider other models that are not listed here, then please contact Shakeatha Butler (Director, Transformation and Innovation) at shakbutler@dallasisd.org or (972) 925-3306.</p>			
<p>Current school site for which your team is submitting a Letter of Intent:</p>			
<p>Grade configuration of your school:</p>	<p style="text-align: center;">PK-5 K-5 K-8 6-8 6-12 9-12</p> <p><i>Note: If schools are looking to add additional grade levels to their school, then Public School Choice is <u>not</u> the avenue through which teams can try to achieve this. Such requests will need to go through processes outside of Public School Choice.</i></p>		
<p>Please select the model that most closely fits your proposal.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> International Baccalaureate (IB) School Early/Middle College School Community School Dual Language School Montessori School Expeditionary Learning School Visual and Performing Arts School Leadership Virtual School Project-based Learning (with Design Thinking) </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> Personalized Learning School STEM or STEAM Environmental Science School Health Professions School Humanities School Law/Government/World Affairs School Communications/Journalism International Baccalaureate Single Gender Performance Learning (competency based) </td> </tr> </table>		<ul style="list-style-type: none"> International Baccalaureate (IB) School Early/Middle College School Community School Dual Language School Montessori School Expeditionary Learning School Visual and Performing Arts School Leadership Virtual School Project-based Learning (with Design Thinking) 	<ul style="list-style-type: none"> Personalized Learning School STEM or STEAM Environmental Science School Health Professions School Humanities School Law/Government/World Affairs School Communications/Journalism International Baccalaureate Single Gender Performance Learning (competency based)
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TRANSFORMATION SCHOOL ONLY

The Public School Choice 5.0 list of school models is generated based on district needs and interests. We expect this list to evolve after each iteration of Public School Choice to ensure an equitable distribution of Choice Schools across the district. It is highly encouraged that teams only select one model.

If you would like the district to consider other models that are not listed here, then please contact Shakeatha Butler (Director, Transformation and Innovation) at shakbutler@dallasisd.org or (972) 925-3306.

Grade configuration of your proposed school:

K-5 K-8 6-8 6-12 9-12

Please select the model that most closely fits your proposal.

International Baccalaureate (IB) School
 Early/Middle College School
 Community School
 Dual Language School
 Montessori School
 Expeditionary Learning School
 Visual and Performing Arts School
 Leadership
 Virtual School
 Project-based Learning (with Design Thinking)

Personalized Learning School
 STEM or STEAM
 Environmental Science School
 Health Professions School
 Humanities School
 Law/Government/World Affairs School
 Communications/Journalism
 International Baccalaureate
 Single Gender
 Performance Learning (competency based)

TRANSFORMATION REPLICATION SCHOOL ONLY

This new category of Choice Schools is specifically designed to replicate an approved Transformation School or Innovation School model from previous rounds of the Public School Choice proposal process as a Transformation School. We expect this list to evolve after each iteration of Public School Choice to ensure an equitable distribution of schools.

The Public School Choice 5.0 list of school models is generated based on district needs and interests. It is highly encouraged that teams only select one model to replicate.

If you would like the district to consider other models that are not listed here, then please contact Shakeatha Butler (Director, Transformation and Innovation) at shakbutler@dallasisd.org or (972) 925-3306.

Please select the model and grade configuration that most closely fits your proposal.

If you would like the district to consider another Choice School site to replicate that is not listed here, then please contact Shakeatha Butler (Director, Office of Transformation and Innovation) at choice@dallasisd.org or (972) 925-3306.

K - 8 Single gender
 Urban Planning/Architecture (secondary only)
 Personalized Learning (K - 5)
 Personalized Learning (6 - 8)
 Personalized Learning (9 - 12)

6 - 8 STEM or STEAM
 Business/Entrepreneurship Academy (secondary only)
 Montessori (PK - 6)
 Leadership (K - 5)
 Leadership (9 - 12)

Applicant Team Criteria

For Innovation Schools:

- Only an existing Dallas ISD neighborhood school leadership team can apply for its current school. Current principal must serve as the “Lead Applicant.”
- Six people who formally work at the campus must be on the Applicant Team, including the principal and two current classroom teachers at the campus.
- Applicant Teams for Innovation Schools are required to have their Executive Director endorse their Letter of Intent in order to be eligible to apply. See signature line below.
Signature needed for Innovation only.

Signature of Executive Director: _____

For Transformation and Transformation Replication Schools:

Applicant Teams are not required to have a proposed principal in order to submit a proposal. For example, a successful Applicant Team for a Transformation School could potentially only include a team of teachers who will use the planning year (under district guidelines) to search for/select their founding principal.

Applying leadership teams should have at least three and no more than five people. At least three individuals (including the Lead Applicant) must plan to work full-time at the campus.

For in-district Applicant Teams: Proposed principal (if included as part of the Applicant Team) must possess or obtain (1) a valid Texas administrative certificate/credential prior to launch, (2) have a successful track record at a school site within an administrative role, and (3) make it out of the Dallas ISD principal selection process.

For out-of-district and/or mixed Applicant Teams: Proposed principal (if included as part of the Applicant Team) must possess or obtain the required (1) Texas administrative certificate/credential prior to launch, (2) have a successful track record at a school site within an administrative role, and (3) make it out of the Dallas ISD principal selection process.

Disclaimer: Other out-of-district educators who are currently not Dallas ISD employees, must also comply with the district's selection processes and contractual requirements (i.e. salary) for various roles (e.g. assistant principals, coaches, teachers, etc.)

Applicant Team Members

Note: During the planning and early years of a new Choice School, proposed roles are not guaranteed. Applicant Teams are expected to be flexible during the early years given finite resources and staffing formulas based on enrollment (e.g. a proposed coach and/or nontraditional FTE may need to be implemented in Year 2 or 3 rather than 1). It is essential that a school is able to sustain the proposed roles through its budget as most Choice School implementation and startup funds will be geared towards programmatic needs (professional development, student materials/experiences, partnerships, etc.)

Team Member Name (First & Last)	Current Role (2018-19)	Current Work Location/Organization	Proposed Role at Choice School

Does your team have any questions at this stage about the Public School Choice 5.0 process?

PROPOSAL TEMPLATE

PROPOSAL SUBMISSION GUIDELINES AND REQUIREMENTS

1. **Submit your Letter of Intent (LOI) via email to shakbutler@dallasisd.org no later than 11:59 p.m. on Thursday, September 14, 2018.** You will receive an email from a representative of the Office of Transformation and Innovation confirming receipt of your LOI. **You must submit the LOI in order to be eligible to submit a proposal by January 8, 2019.**
2. **Proposal should be single-spaced, at least 11-point Times New Roman font with 1 inch margins on all sides and no longer than 40 pages excluding attachments** (excludes cover page, table of contents, works cited, and Applicant Team resume pages).
3. It is expected that Applicant Teams begin a separate new .doc file to answer each section of the proposal and “house” the final version of their proposal on it rather than filling in their responses on the origiE
4. **Attachments cannot exceed more than 8 pages.** It is highly recommended that attachments are referenced within the proposal itself (e.g. see Attachment A, B, C, etc.). Some examples of essential attachments include: An annotated bell schedule, an extended narrative on a specific section of the proposal, data tables/charts, an example of a professional development protocol the school will utilize, sample lesson plan/unit, a “Portrait of Graduate,” etc. There are no font or spacing requirements for attachments.
5. **Completed Proposals are due no later than January 8, 2019 by 11:59PM and should be submitted via email to shakbutler@dallasisd.org.** You will receive an email confirming receipt of your application. No exceptions/waivers will be granted to Applicant Teams from the required timeline and due dates/times to uphold the integrity of the competitive proposal process.
6. Include a cover, table of contents, and works cited page (if you are not using footnotes) and clearly label all pages with page numbers and appendix labels where applicable.
7. The proposal and attachments should be submitted as two separate PDF documents (one for the proposal template itself and one containing all attachments as a merged file). Do not submit Word files. The proposal should be submitted using the following naming convention:
 - *For Transformation, Transformation Replication Schools:* Lead Applicant Name (first and last)_School Model/Level_File Number
 - e.g. Frida Kahlo_STEM High School_1 of 2.pdf
 - *For Innovation:* Lead Applicant Name (first and last)_School Model_Name of School_File Number
 - e.g. Fyodor Dostoevsky_Expeditionary Learning_Melrose Avenue Elementary_2 of 2.pdf

Note: Given the number of proposals the district expects coming out of Public School Choice 5.0 competitive proposal process, **it is essential that submission guidelines and requirements be followed.** Applicant Teams who do not follow the proposal submission guidelines and requirements risk having their proposals being reviewed in a manner that does not coincide with Applicant Team’s original vision. For example, it is not the responsibility of School Choice Committees to place pages “in order” for an Applicant Team.

SECTION I: GENERAL QUESTIONS

1. Vision and Mission:

Vision: What is the vision of the school? The vision statement should provide readers with an image of the future the Applicant Team wishes to create. It should align with your mission statement and should be meaningful and measurable. The vision statement should serve as a vivid organizing principle that helps all stakeholders focus on the desired target outcomes. The vision is a rallying point that all staff members recognize as a common direction of growth and something that inspires them to be better. An effective vision also announces to parents and students where the school is heading and why they should participate in the journey.

Mission: What is the mission of the school? The mission statement should be a clear and concise statement of the school's purpose and function. It is a vision for the school's future direction and provides a basis for decision making. The mission should state *what you do* and *how you do it* (i.e. the core features of the school that will come to define the Choice model). Although unique to your own school, your mission should align with the Dallas ISD mission.

Note: The mission and vision are evident throughout all sections of the application and the application describes how the mission and vision will be used to drive decision-making, including around instruction plan, budget, and the school's systems and structures.

2. School Data Profile/Analysis:

a. Innovation School only:

What is the current state of your school?

Illustrate your knowledge and understanding of qualitative and quantitative data as well as empirical and anecdotal data to tell the story of the school community. Consider using demographic, performance, outcome and school culture data; data from classroom observations, focus groups, and school surveys as part of your overall analysis. At a minimum, your analysis should discuss:

- Areas of strength and areas of concern
- Trends observed over a period of years (positive and negative for at least three years)
- Underlying root cause(s) of persistent trends
- How the results of this analysis ties into the school implementation plan
- Research on exemplar schools that support your proposed model's approaches/strategies, etc.

The issues identified should be key to helping the school achieve its vision of the successful future graduate and becoming a school anchored by a Choice model. Please cite your data accordingly.

b. Transformation, Transformation Replication Schools only:

What data reflects the need for your proposed Choice School?

Illustrate your knowledge and understanding of qualitative and quantitative data as well as empirical and anecdotal data. Please include any relevant and compelling data and research points that would help make the case for the creation of your proposed school (e.g. District wide and/or state wide performance trends within the grades you plan to serve, an analysis of patterns of achievement for at least three years, root causes of persistent trends, areas of concern, an assessment of district needs, research on exemplar schools that support your proposed model's approaches/strategies, etc.) Please cite your data accordingly.

3. Family and Community Engagement:

Families and community organizations are expected to participate as partners in expanding learning opportunities and support services for students.

a. Innovation School only:

Describe what family and community engagement will look like at the school. Explain how families will be meaningfully involved in their child's education. Explain the role that parents and community members played in the development of this proposal. What evidence do you have to support this? (e.g. SBDM notes, events, workshops, structures beyond traditional parent engagement efforts, meeting agendas, etc.). How did you explain this proposal to your existing staff? What evidence do you have that your staff is in support of the plan? (e.g. Agendas, surveys, professional development work, evidence of newly formed committees, etc.) How will you measure the success of Family and Community Engagement strategies?

b. Transformation, Transformation Replication Schools only:

Describe what family and community engagement will look like at the school. Explain how families will be meaningfully involved in their child's education. How will you measure the success of Family and Community Engagement strategies?

4. School Culture and Climate:

a. Academic Culture:

Describe the academic culture that must be in place at your school, including how teachers and students will build strong relationships together and work/learn in a safe environment. Describe what academic achievement, student motivation to succeed, personalization, and safety would look like. Identify specific practices, routines, activities, and structures that will support the achievement of the collaborative culture and climate envisioned, and how they will be introduced to teachers, students, and parents.

b. Professional Culture:

Describe the professional culture you envision at the school. Explain how the culture will reinforce the instructional program and discuss how you plan to develop and sustain the envisioned culture throughout the school (e.g. Structure of the school's Professional Learning Community, analysis protocols i.e. *Critical Friends*, approaches to distributive leadership, job-embedded professional development structures, etc.).

5. Applicant Team Capacity:

Please provide verifiable data points illustrating Applicant Team's individual track record of success in each of the following areas: (1) growing student achievement; (2) leading change management initiatives; (3) developing and empowering staff; and (4) engaging stakeholders. The strongest applicant teams will have a proven track record of success, as demonstrated by their most recent evaluation.

If selected, describe how you will distribute leadership across all team members?

Attach updated resumes of each Applicant Team member. Resumes are attachments. Do not include resumes in the overall proposal.

Student Recruitment:

a. Innovation Schools only:

If additional seat capacity remains beyond the assigned zone for the school, Innovation Schools are expected to prioritize the remaining seats for students who wish to attend the school in the following order: students in "Improvement Required" schools in the Feeder Pattern; students in the Feeder Pattern; students in IR schools district wide, students in schools district wide and students in nearby

charter schools. Provide a brief overview of the strategies the school will utilize to recruit additional families/students to the school.

b. Transformation, Transformation Replication Schools only:

Explain how the school will successfully attract and recruit a diverse student population.

SECTION II: INSTRUCTIONAL PLAN

The Instructional Plan should clearly outline the proposed school's educational philosophy, instructional strategies, assessment plan and professional development strategy. The mission statement should be reflected throughout this section.

1. Curriculum, Instruction, and Assessment:

- a. *Instructional Program*: Describe the proposed instructional program (by core content area) and the specific strategies that will be implemented school wide (e.g. PBL framework that will be used; overview of how the Choice model will integrate with core content; major pedagogical approaches that will drive the model; notable differences between pedagogy in Math and English, support for ELL and SWD, etc.) Additionally, describe the alignment of the selected curriculum to the school's mission, vision, pedagogical approach and Texas Essential Knowledge and Skills (TEKS).
- b. *Social and Emotional Learning (SEL)*: Describe the campus' overall approach to SEL and the underlying strategies and structures that will facilitate and reinforce SEL within the proposed school model.
- c. *Assessment and Data*: Describe the school-wide assessment plan or vision for the structure(s) that will be used to monitor progress and to make instructional decisions.
- d. *Sustainability*: Describe strategies that will be used to ensure the proposed instructional program will be implemented with fidelity and will be sustained beyond funding years. Please note: approved Choice campuses are subjected to implementation/sustainability check-in visits.

2. Staff Capacity:

a. Innovation Schools only:

How will you ensure that your existing staff is ready, willing, qualified, and 100% certified (if applicable) to implement your new approach successfully? And will you be able to do this adequately in the time remaining prior to official launch in August 2018? (e.g. overview of past, present, and proposed professional development structures, professional learning opportunities, etc.)

b. Transformation, Transformation Replication Schools only:

You will need to hire an entirely new staff well before launch in August 2018. Please describe in detail: (1) what would you specifically look for from teacher candidates in the hiring process (i.e. core competencies); and (2) how would you plan to develop and prepare your new staff to successfully implement your new approach prior to official launch in August 2018 (i.e., obtaining the proper certifications, summer planning sessions, etc.)?

3. Typical Student Day:

Describe a typical student's day at your proposed school, from beginning to end. Detail what the student is doing at each point in the day. Specifically, focus on those activities that will come to define your Choice model.

SECTION III: PERFORMANCE/ACTION PLANNING EXERCISE

The Public School Choice initiative in Dallas ISD will not only serve as an avenue to bring more Choice options for families, but it will also *serve as a catalyst for scaling transformative approaches to teaching and learning* so schools can more effectively respond to and meet the needs of all students in the district. In exchange for greater flexibilities to scale and implement innovative approaches to teaching and learning, Choice Schools will be expected to take on the challenge of greater accountability for results. **A common thread running across all Choice Schools will be their ability to develop and attain meaningful and ambitious targets for student achievement and staff success.**

Complete the following table using the most recent performance data available for your school or the grade levels you plan to serve. This exercise is designed to give reviewers a reflection of how the school would go about utilizing Choice model-specific strategies to reach its overall goals for student achievement and success.

Note: Transformation and Transformation Replication Schools will launch one to two grade levels at a time to ensure quality implementation. Therefore, it will be expected that Applicant Teams are able to establish baseline data for this exercise by examining current Dallas ISD district wide performance for *at least* one grade level (e.g. 6th or 9th grade students) of the target student population. For Applicant Teams seeking to launch a new elementary Choice School, you should analyze student performance up to the third grade level district wide for this exercise.

At minimum, the table should reflect:

- Specific and differentiated “Indicators” by which the campus will define success for students and staff:
 - e.g. Core content performance data for subgroups (ELA, Math, etc.); Choice model-specific indicators to assess the impact of pedagogical approaches (e.g. # of staff certifications in Year 1, # of level 4 performance-based tasks completed by each student, etc.)
- Baseline data for each indicator (if available):
 - e.g. Most recent STAAR and/or ACP results; % of staff certified; etc.
 - Proposals may introduce new indicators for which baseline data does not yet exist. If this is the case, then Applicant Teams should place “N/A” underneath this column
- Projected performance targets/goals for Year 1 and 2
- Core strategies the school will utilize in this area to achieve success
- Measures by which the school will evaluate its success annually:
 - e.g. State- and district- level assessments, school wide interim exams, rubrics, alternative measures (i.e. reflections, surveys, etc.)

Indicators	Baseline (current data)	Year 1 Target	Year 2 Target	Essential Strategies to Achieve Targets	Measures for Evaluating Success
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SECTION IV: REQUEST AND RATIONALE FOR ADDITIONAL AUTONOMIES (optional)

Innovation, Transformation, and Transformation Replication Schools will be granted varying levels of autonomy across specific categories (budget, schedule, curriculum, etc.) through the Public School Choice competitive proposal process. As individual Choice Schools continue to demonstrate greater levels of success, they will have access to higher levels of autonomies.

Research has also shown that blanket autonomy for schools does not *by itself* lead to improved student performance. Experiences show that not all schools have the capacity to fill the “white space” created by increased autonomy with actions that actually improve student learning.

Given this, Choice School proposals that seek to exercise an initial set of autonomies beginning at Year 1 must be able to present alternatives that are equal to and/or greater than what the district regularly expects of all schools within a specific category of autonomy. Autonomies will be assessed on a case-by-case basis and may or may not be granted as part of the overall proposal.

See Table 2 on page 22 for a sample list of possible autonomies available to Choice Schools through the Public School Choice competitive proposal process.

Mark/highlight the specific areas below in which your proposed school is seeking greater autonomy, and provide a thorough rationale for an alternative approach:

Staffing Autonomy (for repurposing allocations only)

Schools may decide on a staffing pattern that creates the best learning environment for the students it serves (in compliance with state and federal requirements). Specifically, Choice Schools may be granted greater flexibilities in this area in order to repurpose their certificated staff into newly created funds/positions/responsibilities that create the best learning environment for students:

- Yes, we are seeking autonomies in this area
- No, we are not seeking autonomies in this area

Rationale: How will the school use staffing autonomy? Your response should:

- Describe how a proposed alternative staffing plan will ensure adequate instruction and services to all students under the Choice model. Explain how the proposed staffing structure is necessary for the school to achieve its mission.
- Identify the accountability measures and metrics that will be used to evaluate the effectiveness of this plan.

Curriculum and Instruction Autonomy

Choice Schools will have an initial set of autonomies to structure their curriculum and instructional practices, as long as they are equal to and/or greater than the district’s current requirements for schools, to best meet students’ learning needs. While acknowledging that all Choice Schools are held accountable to state and federally required tests, schools granted additional flexibilities in this area must adequately highlight alternative practices that will best prepare students for state and federally mandated assessments:

- Yes, we are seeking autonomies in this area
- No, we are not seeking autonomies in this area

Rationale: How will the school use curriculum and instruction autonomy? Your response should:

- Identify the curriculum, approaches, and resources that will be used instead of the district adopted/approved materials and pedagogical requirements. Explain why a change is necessary and provide evidence that the proposed alternative curriculum is standards based and supported by research.
- Identify the accountability measures and metrics that will be used to evaluate the effectiveness of the selected curriculum and instructional practices.

Professional Development Autonomy

Choice Schools may have the autonomy to decide on the professional development in which faculty engage that deviate from centrally mandated requirements, but remain in compliance with state and federal guidelines:

- Yes, we are seeking autonomies in this area
- No, we are not seeking autonomies in this area

Rationale: How will the school use professional development autonomy? Your response should:

- Describe the school's plan to provide high-quality professional development and support/resources to its administrators, teachers, and staff to assist in the implementation of the proposed plan.
- Identify the accountability measures and metrics that will be used to evaluate the effectiveness of the professional development plan.

Schedule Autonomy

Choice Schools may request additional flexibilities to build time into or to quickly modify the existing schedule and/or calendar (in compliance with state and/or federal regulations) to best serve their students. Specifically, schools may be granted the option to set their own schedule for both staff and students, including modified daily instructional days/minutes, the school schedule of activities and events, and special schedules as need be:

- Yes, we are seeking autonomies in this area
- No, we are not seeking autonomies in this area

Rationale: How will the school use scheduling autonomy? Your response should:

- Describe how the schedule will be used to maximize time focused on instruction and student learning. Please be specific in describing these items and assure that your schedule meets the Texas State requirements on minimum number of school days and instructional minutes.
- Identify the accountability measures and metrics that will be used to evaluate the effectiveness of strategic scheduling decisions.

Budget Autonomy

Resource allocation or reallocation is often a critical component of school design/redesign efforts. Choice Schools may receive greater discretion over how to spend in a manner that provides the best programs and services for the students they serve. Specifically, schools may request greater flexibilities from centrally mandated budget requirements, but remain compliant with state and/or federal mandates in order establish a greater amount of discretionary funds for strategic purposes:

- Yes, we are seeking autonomies in this area
- No, we are not seeking autonomies in this area

Rationale: How will the school use budget autonomy? Your response should:

- Identify specific financial priority areas (staffing, support services, etc.) that would require additional funds that would normally not be available under a traditional formula-based budget approach and provide reasons as to why these budget priorities are essential for the school to achieve the vision and mission.
- Identify the accountability measures and metrics that will be used to evaluate the effectiveness of budget priorities.

Internal Organization Plan Autonomy

Choice Schools can utilize autonomies in this area to organize their school's internal organizational plan (i.e. dividing campus into thematic academies that fit into anchor model, small learning communities, houses, etc.)

However, it is important to note that autonomies in this area does not permit schools to establish academic entry/admission requirements within the Choice School that exclude a subgroup(s) of students from participating in all essential activities that define the model (i.e. placing students with lower and/or higher proficiency rates within a separate academy). All state and federal mandates remain applicable:

- Yes, we are seeking autonomies in this area
- No, we are not seeking autonomies in this area

Rationale: How will the school use Internal Organization Plan Autonomy? Your response should:

- Detail the proposed organizational structure that you propose for your school along with the rationale that supports the new structure
- Discuss the impact on student learning and achievement that you expect to see as a result of transitioning to this new structure
- Identify the accountability measures and metrics that will be used to evaluate the effectiveness of budget priorities.

Table 2: Summary of Potential Autonomies (Flexibilities)

Type of Flexibility	Key Flexibilities
<p>Staffing/Hiring School decides on a staffing pattern that creates the best learning environment for the students it serves.</p>	<ul style="list-style-type: none"> ● Determining non-teaching duties teachers are required to perform ● Decide the number of staff for instructional position (w/in ELL rules and IEPs) ● Create new staffing positions, job descriptions, or hiring criteria (e.g. hybrid roles) ● Re-define or expand individual roles ● Interview and hire candidates from inside or outside the district ● Hire candidates of their choice ● Change the number and types of staff school chooses
<p>Schedule/Calendar Schools have flexibility to build time into or to quickly modify the existing schedule and/or calendar to best serve their students.</p>	<ul style="list-style-type: none"> ● Changing timing and length of school day/ year (additional costs or impact on other schools will require district approval) ● Increasing teacher instructional hours per week ● Alter the master schedule ● Changing the number, time, or place of parent-teacher meetings ● Increasing the amount or changing the use of common planning or PD time
<p>Curriculum/Assessment Schools have the freedom to structure curriculum, instructional, assessment practices.</p>	<ul style="list-style-type: none"> ● Establishing alternative curriculum ● Changing timing of report cards ● Opting out of or choose alternative tests (not for required state/federal testing) ● Setting more rigorous promotion and graduation requirements ● Setting promotion requirements ● Decide what texts and supplies to buy ● Deviate from district-assigned curriculum and interim assessments
<p>Budget Schools may establish a larger sum of unrestricted dollars within their budget in which it has discretion to spend in a manner that provides the best programs and services.</p>	<ul style="list-style-type: none"> ● Opt out of district services and receive dollars to school budget instead ● Repurpose allocations to establish additional unrestricted funds ● Rollover funds allocated by district from year to year ● Convert staff positions to dollars ● Purchase certain services or staff from outside partners ● Buy back certain discretionary services from the district ● Discretion on allocating budget
<p>Professional Development Schools have the autonomy to establish professional development that aligns with the instructional program and best suits the needs of the school community.</p>	<ul style="list-style-type: none"> ● Specify the amount of professional development and collaborative time teachers spend ● Determine the use of variable professional development time ● Opt into or out of district-provided/mandated professional development services ● Establish formal relationships (via MOUs, contracts, etc.) with vetted providers

SECTION V: IMPLEMENTATION PLAN AND BUDGET EXERCISE

a. Implementation Plan:

It is important that Applicant Teams can conceptualize a thorough plan for implementing the proposal. Applicant Teams should provide an Implementation Plan for the school that includes a timeline of major activities to be conducted from Year 0 to Year 3.

NOTE: Year 0 refers to the time period before the school officially launches as a Choice School.

- For Innovation Schools, this can refer to the current and past school year(s) during which the school began planning and implementing key facets of its Choice model.
- For Transformation and Transformation Replication Schools, this will refer to the time period directly following approval and leading up to official launch.

The timeline may address key aspects of the proposal such as staff selection, curriculum and assessment development, professional development, school-wide focus or strategies, family and community engagement, facility operations, etc. in order to reflect that there is a sophisticated plan in place prior to launch, during Year 1, for Year 2, and Year 3.

Use the following templates to present your Implementation Plan:

IMPLEMENTATION PLAN TEMPLATE

YEAR TIMELINE: Year 0 (March – August following approval)					
*PROPOSAL ELEMENTS	TASKS/ACTIVITIES <i>What tasks or activities are needed to implement the priority or strategy?</i>	RESPONSIBILITY <i>Who will lead the implementation?</i>	RESOURCES <i>What resources and support will be needed for implementation?</i>	START / END <i>When should it start? How much time is needed to implement?</i>	STATUS <i>Not yet started / In progress / Completed</i>
CURRICULUM & INSTRUCTION					
ASSESSMENT PLAN					
PROFESSIONAL DEVELOPMENT					
STAFFING					
FAMILY & COMMUNITY ENGAGEMENT					

** Include as many rows/pages as necessary to address the various elements of the proposal*

YEAR TIMELINE: Year 1					
*PROPOSAL ELEMENTS	TASKS/ACTIVITIES <i>What tasks or activities are needed to implement the priority or strategy?</i>	RESPONSIBILITY <i>Who will lead the implementation?</i>	RESOURCES <i>What resources and support will be needed for implementation?</i>	START / END <i>When should it start? How much time is needed to implement?</i>	STATUS <i>Not yet started / In progress / Completed</i>
CURRICULUM & INSTRUCTION					
ASSESSMENT PLAN					
PROFESSIONAL DEVELOPMENT					
STAFFING					
FAMILY & COMMUNITY ENGAGEMENT					

**Include as many rows/pages as necessary to address the various elements of the proposal*

YEAR TIMELINE: Year 2					
*PROPOSAL ELEMENTS	TASKS/ACTIVITIES <i>What tasks or activities are needed to implement the priority or strategy?</i>	RESPONSIBILITY <i>Who will lead the implementation?</i>	RESOURCES <i>What resources and support will be needed for implementation?</i>	START / END <i>When should it start? How much time is needed to implement?</i>	STATUS <i>Not yet started / In progress / Completed</i>
CURRICULUM & INSTRUCTION					
ASSESSMENT PLAN					
PROFESSIONAL DEVELOPMENT					
STAFFING					
FAMILY & COMMUNITY ENGAGEMENT					

**Include as many rows/pages as necessary to address the various elements of the proposal*

YEAR TIMELINE: Year 3					
*PROPOSAL ELEMENTS	TASKS/ACTIVITIES <i>What tasks or activities are needed to implement the priority or strategy?</i>	RESPONSIBILITY <i>Who will lead the implementation?</i>	RESOURCES <i>What resources and support will be needed for implementation?</i>	START / END <i>When should it start? How much time is needed to implement?</i>	STATUS <i>Not yet started / In progress / Completed</i>
CURRICULUM & INSTRUCTION					
ASSESSMENT PLAN					
PROFESSIONAL DEVELOPMENT					
STAFFING					
FAMILY & COMMUNITY ENGAGEMENT					

**Include as many rows as necessary to address the various elements of the proposal*

b. Budget Exercise:

Choice Schools will receive planning and implementation funds. Amounts will vary from year to year, but teams will be expected to leverage resources efficiently and budget for student achievement regularly (the funds are not recurring).

BUDGET EXERCISE PROMPT

Innovation: How would you spend \$350,000* in Choice school implementation funds over 3 years? Transformation/Transformation Replication: How would you spend \$875,000* in Choice school implementation funds over 3 years?

- **What would you prioritize in Year 1 to ensure quality implementation of the Choice School proposal? Why? Be specific as possible.**

Please note: Exact award amount will be determined based on model and availability of funds. All approved Choice campuses will participate in implementation/sustainability check-in visits (minimum 2 visits per year).

Use the following table to complete the Budget Exercise:

Note: Assume that the funds are unrestricted, but are not recurring.

Priority/Expense*	Rationale	Projected Costs	Frequency/Timeline <i>(Recurring, yearly, one time, Year 1, etc.)</i>	Sustainability Plan <i>(If a specific expense will be recurring, then briefly brainstorm ideas on how the school would be able to sustain it)</i>

**Include as many rows as necessary*

SECTION VI: ATTACHMENTS

- **CANNOT EXCEED 8 PAGES**
 - Does not count against the 40-page limit requirement for the overall proposal
 - There are no font or spacing requirements for attachments
- Attachments are labeled and referenced throughout the proposal (e.g. see Attachment A; see Attachment B and E, etc.)
- Examples of essential attachments include:
 - An annotated Bell Schedule (e.g. breaks down not only regular classes students will take, but also how intervention and enrichment will be built into the school day for students)
 - An example of a professional development protocol the school will utilize or a table summarizing the school's professional development structures and strategies (e.g. at minimum, the table identifies the PD structure/purpose/frequency)
 - Sample lesson plan/unit (e.g. an original standards-based PBL unit that is aligned to relevant standards, especially if the school cites it is as a central pedagogical approach that will drive the Choice model)
 - A table summarizing the school's community engagement strategies (i.e. table summarizing how staff was regularly engaged during the proposal development/writing process) and list of existing and/or proposed partnerships
 - Summary of exact meeting notes, agendas, efforts to build staff buy-in, etc. (Innovation Schools only)