Texas Education Agency
Standard Application System (SAS)

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

		FOR TEA USE ONLY Write NOGA ID here:
Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	
Grant Period	February 1, 2017, to July 31, 2020, pending future federal allocations	
Application deadline:	5:00 p.m. Central Time, September 15, 2016	Place date stamp here.
Submittal information:	**Three** complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494	*2016 SEP 29 PM 12:32* *Document Control Center* *Received Texas Education Agency*
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

District	County-District #	Campus name/#		Amendment #
Edcouch-Elsa ISD	108903	Santiago Garcia/108903102		
Vendor ID #	ESC Region #			DUNS #
	1			

Mailing address	City	State	ZIP Code
P.O.Box 127	Edcouch	TX	78338

Primary Contact

First name	M.I.	Last name	Title
Richard		Rivera Ed D	Superintendent
Telephone #	Email address		FAX #
956-262-6000	rrivera@eeisd.org		956-262-6032

Secondary Contact

First name	M.I.	Last name	Title
Richard		Rivera	Superintendent
Telephone #	Email address		FAX #
956-262-6000	rrivera@eeisd.org		956-262-6032

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Richard		Rivera	Superintendent
Telephone #	Email address		FAX #
956-262-6000	rrivera@eeisd.org		956-262-6032

Signature (blue ink preferred)   Date signed

9/28/2016

Only the legally responsible party may sign this application.

701-16-105-024

Schedule #1—General Information	
County-district number or vendor ID: 108903	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See important Note for Competitive Grants*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified**.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 108903	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
X	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 108903	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

x I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

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

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

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

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

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

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

2. Deliver comprehensive instructional reform strategies.

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

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

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

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

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

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

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

(B) Provide ongoing mechanisms for family and community engagement.

4. Providing operational flexibility and sustained support.

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

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

8.

The LEA/campus provides assurance that if it selects to implement the **Texas State-Design Model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS).

By implementing an ECHS, the LEA/campus is delivering a whole-school reform model that:

- Improves student academic achievement or attainment
- Is implemented for all students in the school
- Addresses in a comprehensive and coordinated manner:
  - improvement in school leadership
  - improvement in teaching and learning in academic content areas
  - professional learning for educators
  - student non-academic supports

In doing so, the LEA/campus will implement the following:

1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.

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

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

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

5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081, and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:

   (A) Data to identify the population at risk of dropping out of school;
   (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
   (C) Early College brochures in all languages relevant to the school community;
   (D) Written communication plan for relevant target audiences: parents, community members, school board.

   Adapted from Texas Early College High School Blueprint, Benchmark 1

6. By the start of TTIPS full-implementation (Fall 2017), the LEA/campus will have key partnerships in place that will enable success as an ECHS. Key partnerships include:

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

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

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

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

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

9. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:

   (A) Beginning in TTIPS first year of full-implementation (Fall 2017), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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(A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;

(B) High-quality professional development for all staff;

(C) A child-to-instructional staff ratio of no more than 10 to 1;

(D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;

(E) A full-day program;

(F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;

(G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;

(H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;

(I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;

(J) Program evaluation to ensure continuous improvement;

(K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;

(L) Evidence-based health and safety standards.

4. Provide educators, including preschool teachers, time for joint planning across grade levels.

5. Replace the principal who led the school prior to the commencement of the early learning model.

6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

(A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and

(B) Are designed and developed with teacher and principal involvement;

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

8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.

9. Use data to identify and implement an instructional program that is:

(A) Research-based;

(B) Developmentally appropriate;

(C) Vertically aligned from one grade to the next as well as aligned with State academic standards;

(D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.

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

11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:

(A) Aligned with the school's comprehensive instructional program

(B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.

12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).

13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.

14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

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

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

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

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

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

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 108903	Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
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Schedule #4—Request for Amendment (cont.)	
County-district number or vendor ID: 108903	Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #5—Program Executive Summary	
County-district number or vendor ID: 108903	Amendment # (for amendments only):

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

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

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

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

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

The Edcouch Elsa ISD's Santiago Garcia Elementary is identified as a "Focus" campus. Utilizing TTIPS funds, the campus will improve student achiement by implementing a Transformation Model as outlined by the US Department of Education. The program will include structural elements that are evidence-based and nationally recognized as important for ensuring accelerated achievement, profound and radical transformation, and sustained reform to include increase teacher and school leader effectiveness, instructional reform strategies that are data driven, increase learning time, created community-oriented schools and provide operational flexiability and sustained support.

The district has devised a program that demonstrates a clear ability to benefit from grant resources based on their vision for school reform, district commitments, and existing district capacity and resources, along with well-planned organizational and communication structures that will enable reforms to take place.

Vision and Focus for School Reform:Santiago Garcia Elementary administration will work with staff and community members to build a collective educational vision that is clear, compelling, and connected to teaching and learning. This collective vision will help the campus to focus on what is important, motivate staff and students, and increase the sense of shared responsibility for student learning. School Reform will address the following areas:
- Using a rigorous, transparent, and equitable evaluation system for teachers and the principal;
- Examining and utilizing student growth data in the evaluation of teachers and the   principal;
- Conducting multiple observation-based assessments;
- Partnering with an independent evaluator that will conduct surveys, review data, and do classroom walk-throughs in order to identify areas of concerns;
- Providing high-quality ,job-embedded professional development training to all staff;
- Providing financial incentives and opportunities for promotion and career growth for teachers and;
- Providing additional instructional and planning time;
- Providing on-going mechanisms that encourages parental and community involvement ;
- Improving students access to technology and curriculum that is research-based and proven to increase students' academic performance; and Implementing comprehensive instructional reform strategies.

Sense of Urgent Need for Change: The district has outlined consequences that the campus faces if significant student achievement is not met.

Consequences include:
- Campus staff may face termination or may not have their contracts renewed;
- Campus staff may be reassigned to a different campus;
- The Texas Education Agency may assign a management team or monitor to oversee the campus operations. Include conducting interviews and surveys, monitoring expenditures, conducting walkthroughs, and more; and
- The campus may be closed down and students may be reassigned to other campuses.

These consequences are designed to be tied to a positive vision for education excellence that will help ensure buy-in from key stakeholders; thus, enforcing successful and consistent program implementation.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 108903	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

In order to ensure that the district meets the program goals, milestones have been identified that will be used to measure whether or not the campus is on track. These milestones will serve as process-based goals that will help ensure that **procedures**, activities, and services are being conducted .Data will be collected through surveys, test and classroom grades, and PEIMS reports in order to monitor Performance Measures and determine whether the program is being successful in showing program growth.

Operational Flexibilities that will be Afforded the Campus in a Reform Effort: The district will provide the campus with operational flexibility, to include staffing, calendars, time, and budgeting) to implement a comprehensive approach to substantially increase student achievement. Initiatives will include:

• Provide teachers the opportunity to attend professional development trainings that support priority school initiatives;

• Restructure class schedule in order to allow for 30 minutes of additional class learning time;

• Meet with campus administrators to develop the Campus Calendars to include added opportunities to engage parents and community members in the student culture. This may include parent/teacher conferences, academic nights, etc.;

• Increased planning time provided through Professional Learning Communities; and

• Meet with instructional staff to determinewhat resources are needed to engage students. This may include technology, RtI software, STEM hands-on manipulatives, and student performance incentives.

Organizational Structures: The organizational structures of the district are in place to support student achievement. This organizational structure will encourage the highest levels of performance and allow the district to achieve the program goals as defined in the vision of school reform. The campus organizational chart will provide staff, students, parents, and community members with clear lines of authority and accountability. Campus leaders, to include Lead Teachers will be assigned to provide direct guidance to new and struggling teachers.

Existing Capacity and Resources: The campus will build upon existing capacity and resources that are available at the campus and district level. This will include moving teachers and staff that have a proven record of success with stipends to serve as Lead Teachers, converting existing campus space to serve as computer labs, enhancing existing academic programs, such as after-school tutorials and reading clubs, etc. in order to target additional students.

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

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Changes on this page have been confirmed with:	On this date:
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Schedule #6—Program Budget Summary

County-district number or vendor ID: 108903

Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: February 1, 2017, to July 31, 2020, pending future federal allocations | Fund code: 276

Budget Summary

Schedule #	Title	Class/Object Code	Year 1 Program Cost	Year 1 Admin Cost	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Total Budgeted Cost across all Years
Schedule #7	Payroll Costs (6100)	6100	$400789	$	$440143	$	$445473	$	$450963	$	$1,737,368
Schedule #8	Professional and Contracted Services (6200)	6200	$253,325		$228260		$228260		$201510		$911355
Schedule #9	Supplies and Materials (6300)	6300	$271400	$	$211400	$	$210400	$	$199400	$	$892600
Schedule #10	Other Operating Costs (6400)	6400	$11,400	$	$10,500	$	$9000	$	$7000	$	$37,900
Schedule #11	Capital Outlay (6600)	6600	$409000	$	$0	$0	$0	$0	$0	$0	$409,000
Consolidate Administrative Funds	☐ Yes **X** No										
	Total direct costs:		$1,345,914	$	$809303	$	$893133	$	$858,873	$	$3,988,223
	.05% indirect costs :			$		$		$		$	
	Grand total of budgeted costs (add all entries in each column):		$1,345,914	$	$809303	$	$893133	$	$	$	$3,988,223

Administrative Cost Calculation|=

Enter the total grant amount requested: 3,988.233

Percentage limit on administrative costs established for the program (5%):   × .05

Multiply and round down to the nearest whole dollar. Enter the result. $211911
This is the maximum amount allowable for administrative costs, including indirect costs:

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

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

NOTE:

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

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Schedule #7 — Payroll Costs (6100)

County-district number or vendor ID: 108903

Amendment # (for amendments only): ____

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional								
1	Teacher			$	$	$	$	$
2	Educational aide	4		$83,333	$103,000	$106,090	$109,273	$401696
3	Tutor			$	$	$	$	$
Program Management and Administration								
4	DISTRICT COORDINATOR	1		$41,667	$51,500	$53,045	$54,636	$200848
5	Title			$	$	$	$	$
6	Title			$	$	$	$	$
Auxiliary								
7	Title			$	$	$	$	$
8	Title			$	$	$	$	$
9	Title			$	$	$	$	$
Other Employee Positions								
10	Title			$	$	$	$	$
11	Title			$	$	$	$	$
12	Title			$	$	$	$	$
13	Subtotal employee costs:			$125,000	$154,500	$159,135	$163,909	$602544
Substitute, Extra-Duty Pay, Benefits Costs								
14	6112 Substitute pay (6 SUBSTITUTES X 25 X 5HRS YEARLY)			$750.00	$750.00	$750.00	$750.00	$3000
15	6119 Professional staff extra-duty pay (EXTENDED LEARNING TIME 22 TEACHERS X $25 X 90HS PER YEAR =49,500 Instructional Planning Time 22 teachers x $25 x 36hs per year)=19,800 (Tutoring 10 teachers x $25 x 250hrs per year)=62,500 (Principal Stipend 1 x $4000 per year)= 4000 (Lead Teacher Stipend 4 x $6,500 per year)=26,000 (Teacher Stipend 22 teachers x $3250 per year)=71,500			$233,300	$233,300	$233,300	$233,300	$933,200
16	6121 Support staff extra-duty pay			$	$	$	$	$
17	6140 Employee benefits			$41,739	$51,593	$52,288	$53,004	$198,624
18	61XX Employee stipends Specify amounts and criteria to earn stipend:			$	$	$	$	$
19	Subtotal substitute, extra-duty, benefits costs			$275789	$285,643	$286,338	$287,054	$1,134824
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$400,789	$440143	$445473	$450963	$1,737,368

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

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RFA #701-16-105; SAS #198-17
2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 108903

Amendment # (for amendments only): _____

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

Professional and Contracted Services Requiring Specific Approval

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

Professional and Contracted Services

#	Description of Service and Purpose	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
1	School Climate Vendor will promote a positive sustained school climate. Safety, supported environment that nutures social emotional ethical and academic skills.	$12,500	$15,000	$15,000	$11,250	$53,750
2	Professional Development Training Team will identified a plan from formative and summative student data assessment data to address student academic needs.	$39,825	$25,260	$25,260	$25,260	$115,605
3	Instructional Coaches will implement evidence-based practices with teachers and school leaders.	$70,000	$70,000	$70,000	$52,000	$262,000
4	Leadership Team will implement training design to improve teachers and staff leadership skills.	$15,000	$15,000	$15,000	$11,000	$56,000
5	Professional Development Training will implement training and strategies to increase parent and community skills.	$15,000	$15,000	$15,000	$11,000	$56,000
6	Software Training will provide RTI software training.	$6,000	$6,000	$6,000	$6,000	$24,000
7	STEM training will provide training on the use of STEM manipulatives.	$10,000	$10,000	$10,000	$10,000	$40,000
8	Evaluation Team will conduct evaluation of the TTIPS program including surveys, walkthroughs, formative and summative data, quarterly and annual reports.	$45,000	$32,000	$32,000	$35,000	$144,000
9	Writing and Reading PD training will implement a research based training plan designed to improve teachers ability to improve student writing and reading academic skills.	$40,000	$40,000	$40,000	$40,000	$304,000
	b. Subtotal of professional and contracted services:	$	$	$	$	$
	c. Remaining 6200—Professional and contracted services that do not require specific approval:	$253,325	$228,260	$228,260	$201510	$911355
	(Sum of lines a, b, and c) Grand total	$253325	$228260	$228260	$201510	$911355

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

Texas Education Agency   Standard Application System (SAS)

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 108903 | Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

#	Expense Item Description	Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
	Technology Hardware- not capitalized				$	$	$	$	$
	Type								$
1	Laptops	Will be utilized by core area teachers,DCSI,Principal, and lead teachers to track student's progress, create lesson plans, complete survey's and view on-line trainings.	20	1,000	$20,000	$0	$0	$0	$20,000
2	Printers	Will be utilized by TTIPS staff and students to print data results, surveys, and other program related assignments.	4	3,500	$14,000	$0	$0	$0	$14,000
3					$	$	$	$	$
4					$	$	$	$	$
5					$	$	$	$	$
	Technology Software- not capitalized								
63XX	Specify type/purpose: ELA software will provide 1st -5th grade students access to ELA RTI software that is designed to increase ELA profiency. 120 licenses @ 1000 each				$120,000	$120000	$120000	$120000	$480,000
63XX	Math software will provide students with access to math RTI software that is designed to increase mathematics skills 350 licenses @24.00 per student				8,400	8,400	8,400	8,400	$33,600
63XX	Textbooks/Curricular Materials				$	$	$	$	$
	Specify type/ purpose:								
63XX	Supplies and materials to be used as student incentives								
	Specify type/ purpose: Student rewards for positive behaviors and academic improvements				$9,000	$8.000	$7,000	$6,000	$30,000

Supplies and Materials that do not Require Specific Approval

6300	Supplies and materials that do not require specific approval:				$100,000	$75,000	$75,000	$65,000	$315,000
	Grand total:				$271,400	$211,400	$210,400	$199,400	$892600

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)

| County-District Number or Vendor ID: 108903 | | | | | |
| Amendment number (for amendments only): | | | | | |

Expense Item Description	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6411 Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	$0	$0	$0	$0	$0
6412 Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$0	$0	$0	$0	$0
6412/ 6494 Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	$0	$0	$0	$0	$0
6413 Stipends for non-employees other than those included in 6419	$0	$0	$0	$0	$0
6419 Non-employee costs for conferences. Requires authorization in writing.	$0	$0	$0	$0	$0
6411/ 6419 Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	$0	$0	$0	$0	$0
64XX Advisory council/committee travel or other expenses Specify name and purpose of council: Specify types of costs:	$0	$0	$0	$0	$0
6495 Cost of membership in civic or community organizations Specify name and purpose of organization: Specify purpose of membership:	$0	$0	$0	$0	$0
Subtotal other operating costs requiring specific approval:	$0	$0	$0	$0	$0
Remaining 6400—Other operating costs that do not require specific approval:	$11,400	$10,500	$9,000	$7,000	$37,900
Grand total:	$11,400	$10,500	$9,000	$7,000	$37,900

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

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 108903

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6669—Library Books and Media (capitalized and controlled by library)								
1		N/A	N/A	$0	$0	$0	$0	$0
66XX—Computing Devices, capitalized								
2	10 cows @ 20,000	10	$20,000	$200,000	$0	$0	$0	$200,000
3	21st century technologies for the classroom 22 classroom 9,500 per classroom	22	$9,500	$209,000	$0	$0	$0	$209,000
4			$	$	$	$	$	$
5			$	$	$	$	$	$
6			$	$	$	$	$	$
7			$	$	$	$	$	$
8			$	$	$	$	$	$
66XX—Software, capitalized								
9			$	$	$	$	$	$
10			$	$	$	$	$	$
11			$	$	$	$	$	$
12			$	$	$	$	$	$
13			$	$	$	$	$	$
66XX—Equipment, furniture, or vehicles								
14			$	$	$	$	$	$
15			$	$	$	$	$	$
16			$	$	$	$	$	$
17			$	$	$	$	$	$
18			$	$	$	$	$	$
19			$	$	$	$	$	$
20			$	$	$	$	$	$
6XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)								
21			$	$	$	$	$	$
	Grand total:			$409,000	$0	$0	$0	$409,00

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

For TEA Use Only	
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Schedule #12—Demographics and Participants to Be Served with Grant Funds			
County-district number or vendor ID: 108903		Amendment # (for amendments only):	

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

Category	Number	Percent	Data Source
Total student enrollment	492		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American student enrollment	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic student enrollment	490	99.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White student enrollment	1	.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian student enrollment	1	.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged student enrollment	492	100%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP) student enrollment	276	56.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Special Education student enrollment	39	7.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	0		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in In-School Suspension	0		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	0		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in DAEP	0		2015-2016 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2015-2016 PEIMS report #425; code #C164
Attendance rate		98.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2016 standard, mathematics (standard accountability indicator)	250	52%	TEA 2016 Accountability Summary Report.
STAAR / EOC met 2016 standard, reading / ELA (standard accountability indicator)	246	50%	TEA 2016 Accountability Summary Report.
ACT and/or SAT- Class of 2015, percent students Tested		0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2015, percent At/Above Criteria		0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	0		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	0		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2014 enrolled in a Texas Institution of Higher Education (IHE)		0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)			
County-district number or vendor ID: 108903		Amendment # (for amendments only):	

Part 3: Staff Demographics- Data
Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	38.4		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	28.5	74.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	2	5.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	1	2.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	6.9	18%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	28.5	100%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	4	14%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	7	24.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	11	38.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	3	10.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	3.5	12.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	41,750		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	42,607		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	45,598		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	47,217		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years Experience	61,404		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Bachelor's degree as highest level attained	27.5	96.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Master's degree as highest level attained	1	3.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Doctoral degree as highest level attained	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 108903	Amendment # (for amendments only):

Part 4: Staff Demographics- Comments
Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

When this data is coupled with the level of teaching experience at the campus, it is easy to see why students are consistently scoring below the state's standards. The table below shows the trends in teaching staff in conjunction with their experience, educational attainment, and pay.

CAMPUS TEACHER ASSESSMENT TRENDS

YEAR	5 YEARS EXPERIRNCE OR LESS		EDUCATIONAL ATTAIMENT BACHELORS		AVERAGE PAY FOR 5 YEARS OR LESS EXPIERENCE	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
2014-2015	54.5	26.1	92.7	75.1%	$41,750	$44,540
2013-2014	54.5%	25.3%	92.7%	76.3%	$40,905	$45,379

The district was well aware that this lack of teaching experience had the potential of negatively impacting students' academics; therefore, the district opted to be proactive and set into motion a plan that would facilitate the development of the new teaching staff. This included added opportunities for trainings, walkthroughs, and one-on-one coaching sessions.
While the district understands the importance in providing teachers with collaborative opportunities and support, the district is faced with the difficult task of organizing and generating buy-in from teachers for this to succeed. Therefore, in order to foster an open, supportive and collaborative campus culture that will allow teachers to seek and attain growth within their field, the district requires the funds to:
   • Hire an individual that will be directly responsible for organizing and overseeing the creation of the teacher support systems, to include Professional Learning Communities (PLC) and a Lead Teacher Program;
   • Provide extra-duty pay to teachers in order to motivate them to not just attend, but to actively take part of and support the new teacher support system;
   • Hold one-on-one meetings with each teacher and staff member in order to devise strategic career plans; and
   • Implement a Teacher Incentive Program that will be offered to teachers that demonstrate growth and improved student academic results.

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

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

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

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

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
		109	101	103	84	95								492

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

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

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

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
		5	5	4	4	4								22

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 108903	Amendment # (for amendments only):

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

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

Needs Assessment Process: The district analyzed the needs of Santiago Garcia Elementary. The needs assessment included the review of the instructional programs, technology, and strategies that are currently being utilized at the campus, the experience/capabilities of the school leadership team, and the opportunities for advancement and growth that are available for teachers and staff. The goal for the district was not just to identify the areas of need, but to also identify the root cause for the problems.

Needs Assessment: The district collected and reviewed the following data:
- Daily assignment scores
- Attendance records
- Teacher and staff participation
- Quality of available resources
- Parental involvement documentation (Sign-in sheets)
- Student and teachers accessibility to resources
- Test scores
- PEIMS records
- Teacher and staff experience and evaluations
- Quality/dependability of partners and vendors
- Active learning time available in class schedule
- District and Campus Organization Chart

Each of these areas was compared to the district and state data in order to identify which areas required improvement.

Model Selection and Planning Process: The district and campus administration met with key stakeholders to review the results of the needs assessment and determine how to best prioritize the campus' needs.

Stakeholders included: Superintendent, Business Office Manager, Board Members, Campus Principal, and Teachers. In all, a total of 4 planning meetings were held in the course of a 2 week period. During these meetings, gaps,barriers, and weaknesses were identified and key qualitative dimensions (i.e. priority, severity, urgency, complexity, or mandatory requirements) that support prioritization were applied. Since a significant gap was identified in the students' academic scores and teacher experience, the district chose to implement the TTIPS Transformation Model. This would allow the campus to utilize funds to restructure and enhance existing resources and programs, while also implementing new programs that are research-based and effective.

Decision-Making Activities/Strategies: To facilitate the decision-making process and ensure that a wide range of ideas were considered the district reviewed all the campus's identified gaps and needs with stakeholders and encouraged them to submit their ideas for solutions. All suggestions were compiled into one document and reviewed as a whole during the following scheduled planning meeting. The attending stakeholders chose the solutions that provided the best chance for generating campus reform while still conforming to the parameters of the TTIPS Program.

Goals and Interventions: The following goals and interventions were selected:
- Provide teachers the opportunity to attend professional development trainings that support priority school initiatives;
- Restructure class schedule in order to allow for 30 minutes of additional class learning time;
- Increase planning time provided through Professional Learning Communities;
- Conduct multiple observation-based assessments;
- Examine and utilize student growth data in the evaluation of teachers and the principal;
- Provide financial incentives and opportunities for promotion and career growth for teachers and staff;
- Improve students access to technology and curriculum that is research-based and proven to increase students' academic performance;
- Partner with an independent evaluator that will identify areas of concerns.
- Meet with instructional staff to determine what resources are needed to engage students;
- Develop a Campus Calendar to include added opportunities to engage parents and community members;
- Hire an individual that will be responsible for organizing and overseeing the teacher support systems;
- Hold one-on-one meetings with each teacher and staff member in order to devise strategic career plans; and
- Use a rigorous, transparent , and equitable evaluation system for teachers and the principal.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 108903	Amendment # (for amendments only):

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

x Transformation

    ☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

    ☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

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

The district has opted to go with the Transformation Model. The district has a great need to restructure its campus and implement strategies that are designed to improve the quality of its teachers and administrators, while also increasing staff retention. Teachers' lack of experience has been identified as the primary reason for students declining academics. The teachers lack the training, motivation, and resources needed to properly manage their classrooms and engage their students. Additionally, teachers do not have the resources or the financial ability needed to increase parent and community involvement. This added support is greatly needed in order to present students with a united front that is intended to elicit improved academics and behavior. The Transformation Model was selected because it would provide the campus the means to create a structured program of trainings, support, resources, and incentives that can guide the creation, evaluation, and improvement of conditions necessary for children's educational development. It is anticipated that the combined efforts of the campus personnel, families, educational professionals, and communities will provide expanded opportunities for positive development and learning experiences. The proposed Transformation Model will facilitate the collaboration between all stakeholders and will lend itself to provide opportunities for promoting dialogue across settings and strengthening the campuses education system. Careful articulation of the comprehensive instructional reform strategies will create a common vision among all stakeholders and unite education programs at the campus.

The acquisition of research-based resources and professional development through grant funds will support this vision and ensure the success of the program.

These resources will include:
- On-going, high-quality, job-embedded professional development;
- Technology, hardware, and Rtl Curriculum;
- Hands-on STEM-related manipulatives; and
- On-going, intensive technical assistance and related support.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 108903	Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:
- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

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

<u>Actions Taken to Solicit Input from Stakeholders in Selecting the Model:</u> As the district and campus began reviewing the TTIPS Program guidelines and trying to determine which intervention model would be followed, it was determined that family and community input would be required to ensure their support and participation. The district and campus staff identified which methods would be most effective in engaging these stakeholders and gathering input. Surveys were created and made available to parents, students, and community members that would provide these stakeholders with information regarding the purpose of the grant, the various available models, and how the campus will benefit if awarded. These surveys provided family, students, and community members the opportunity to provide the district with feedback on the proposed project. Family and the community members were meaningfully engaged in assessing the program needs and selecting the school improvement model. This notification was provided via flyers, school marque, and the School Notification Center. This survey provided the district with the opportunity to educate the families and community members of the different intervention models that were available. A breakdown of each intervention was provided that included a list of possible benefits and downsides.

<u>How Input Was Taken into Consideration when Selecting the Model:</u> As part of the survey, the district and campus administration informed the families and community members of the following key requirements that would need to be met as part of the Transformation Model:

• The need to increase instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
• The need to have additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
• The need to implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students.
• The need to use rigorous, transparent ,and equitable evaluation systems for teachers and principals.
• The need to have family and community members be a part of the Implementation Team.
• The need for families and community members to take a more active role in campus activities.

The survey questions were designed to be open-ended in order to allow participants the opportunity to provide their suggestions and views

<u>Plans to Meaningfully Engage Families and Community in the Implementation on an On-going Basis:</u>
Family and community members will be meaningfully engaged in an on-going basis through the implementation of the program. In order to ensure that family and community members remain engaged throughout the implementation of the program,the administrative staff has designed the following strategies:
• Parents and community members will be provided with quarterly updates that details students' academic and behavioral growth. This notice will be sent to parents and community members via email and through a flyer. The flyer will include the date of the next Advisory meeting to be held. During the Advisory Meeting, time will be allotted for families and community members to voice concerns and provide feedback.
• The campus calendar will be enhanced in order to include added opportunities to engage family and community members. This may include: parent/teacher conferences, parent/community academic nights, etc.
• The campus and TTIPS staff will ensure that family and community members are a part of the Implementation Team throughout the Program. In the event that an individual can no longer take part in these meeting or fails to attend, the TTIPS District Coordinator of School Improvement (DCSI) will look for replacements.

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Schedule #14—Management Plan	

County-district number or vendor ID: 108903	Amendment # (for amendments only):

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

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Will lead the campus through the implementation of long term reforms as set forth in, the TTIPS Transformation Model. This includes operating in compliance with all grant regulations and compliance efforts.	• Qualifications: Expertise in planning, and impementing improvement efforts, successful leadership and management skills, • A minimum of a Bachelor's Degree, as well as 5 years of experience in a related field.
2.	Superintendent	Will lead the district to grant activities according to state regulations. Ensure no previously allocated funds are diverted from the campus because of its acquisition of TTIPS funding. Support and provide oversight to the program by attending scheduled TTIPS meetings and reviewing collected data results	• Experience in school administration, management experience above the principal level, and graduate studies. • A Doctorate Degree preferred
3.	Principal	Will monitor the implementation of the program and ensure that all stakeholders are kept abreast of program growth and outcomes. Will ensure that all staff, teachers, parents, community members, and students participate in all surveys and questionnaires conducted by TEA and the External Evaluation Team.	• Experience in exercising the responsibility allocated as a school principal, as budgets, schedules, and curriculum. • A minimum of a Bachelor's Degree and 5 years of experience in educational leadership preferred.
4.	Implementation Team	Will meet regularly to discuss the progress of the TTIPS Program, review all data results, and address any significant issues. Will propose solutions to issues and address any changes that may need to be made to the approved TTIPS grant.	• Experience in planning, implementing, and managing improvement efforts, successful leadership and management experience and possess strong communication skills. • A Minimum of Bachelor's Degree in education , technology, and/or curriculum and 3 years of experience in a related field
5.	Technology Director	Will research all proposed technology and software to be purchased through grant funds. Will ensure the campus has the infrastructure needed to support all new hardware and software. Will work with the DCSI and Business Office Manager to place orders. Will receive all new hardware and software and prepare it for student and teacher use.	• Advanced training and experience in information technology implementation; and strong networking, telecommunications, and troubleshooting background • A minimum of a Bachelor's Degree in technology and 3 years of experience related field.
6.	Business Office Manager	Will ensure no previously allocated funds are diverted from the campus because of its acquisition of TTIPS funding. Will review all expenditures in order to ensure they are allowable through grant funds. Will ensure that all expenditures are properly coded prior to being submitted.	• Ability to monitor work performed by staff effective time management skills, knowledge of state and federal regulations and ability to accurately balance accounts. • A minimum of a Bachelor's Degree in Business Administration and 5 years of experience.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 108903	Amendment # (for amendments only):

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

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	TTIPS Insructional Coaches Team	Will work directly with teachers to provide new instructional methodologies and best practices including challenged – Based instruction. Will be required to participate in surveys designed to gauge teacher participation, level of involvement.	• Experience serving as a highly qualified teacher and evaluating teachers. • A minimum of 5 years of experience in a related field. •Master degree preferred.
2.	External Evaluation Team	Will use a rigorous, transparent, and equitable evaluation system that employs both formative and summative data. Will conduct surveys, administer questionnaires, and conduct walkthroughs in order to collect data.Will submit a detailed evaluation report that will include all findings on the evaluation.	5 years' experience in program evaluations similar in size and scope of the TTIPS Program. Experience in collecting data and organizing it into a comprehensive report that details strengths, weaknesses, and suggestions for improvements.
3.	Region 1 ESC	Will provide professional development training to teachers and staff to include: Creating a Positive Campus Climate, Classroom Walk-throughs with Reflective Practice, Applying Technology in the Classroom, Instructional Leadership Development (ILD), Mental Health, Bulling and Reporting Procedures, etc.	Individuals conducting services will be required to have: • A minimum of a Bachelor's Degree. • A minimum 5 years of experience.
4.	STEM Team	STEM learning solutions. Challenged-based curriculum, products, equipment, and materials will promote student products, and success through positive and challenging learning experiences. Hands-on solutions will teach core concepts and career skills in science, technology, engineering, and math.	• Engineering Degree preffered • Masters in Manufacturing perrfered • At 5 years experience in STEM related field
5.	Parent Commuiny Engagement Team	Will provide the district with a comprehensive professional development plan that is designed to increase parent and community involvement, establish effective student teacher relationships, and creating a learning and supportive structure outside the school environment	At least 5 years experience in parent community engagement or related activities. Doctored degreed preferred
6.	Zaner-Bloser	Will provide a researched-based comprehensive training designed to improve the teachers'ability to impact stydents writing and reading academics. The plan will include Handwriting and Reading Toolkits for students grades1-6.	Zaner-Bloser founded in 1895 Over 125 years experience in education Provides the 1st writing and grammar program written to the Common CoreState Standards

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

Ensure all Project Participants Remain Committed to the Project's Success: The district and campus administrators feel confident that they have the capacity and commitment to provide adequate oversight and related services to the campus staff to implement, fully and effectively, the required grant activities of the Transformation Model. The campus has demonstrated a great need for the funds as well as a strong commitment from the School Board, Superintendent, Campus Principal, Teachers, Campus Administration, Parents, and Community Members to ensure that the funds are used to provide adequate resources to enable the campus to raise substantially the achievement of their students. During the implementation phase, staff will continue to utilize the support of the school, principal, teachers, parents, and community to fully integrate the proposed project.

Campus Support: The campus will appoint/hire a District Coordinator of School Improvement (DCSI) to manage all activities, participate in staff development on topics determined from the campus needs assessment, enlist campus support for the initiative, and participate in all required trainings to include the Advancing Improvements in Education Conference. Campus faculty and administrators will participate in all staff development held at the school campus.

Teachers and Principal Support: As a part of the Transformation Model, TTIPS Insructional Coaches Team, Region 1 Education Service Center, Zaner-Bloser, External Evaluator Team, Parent and Community Engagement Team, and the STEM Team will provide teachers and administrators with quality materials, research, and coaching to effectively implement actions to address key practices. Workshop and professional development training will provide all school personnel with an opportunity to actively develop improvement plans, review current school data, and determine next steps. The campus will visit high-performing sites with similar demographics to determine strategies likely to impact student achievement.

Succession Management Strategies: To ensure that the district and campus personnel are able to deliver continuous high-quality programming when there are changes in key project staff, the Transformation Model will incorporate succession management strategies. The strategies will be aligned to ensure that they are proactive and that they target every level of the organization. The steps below detail the management strategies that will be utilized:

Step 1: Build a solid foundation - The campus' succession plan will be created based on a solid foundation of teacher and student growth in mind.

Step 2: Start with the end in mind - The strategies will be developed with a goal or vision of the desired outcome . A solid framework will act as a road map for successfully navigating the challenges of the TTIPS Program including the turnover in key personnel. The campus' stakeholders will be involved with and support this succession planning process.

Step 3: Strengthening systems and processes - The campus will deploy a strong management team and strong systems. Critical factors which will create value to the program include: Continuous organizational improvement; Staff and faculty focus; High-quality training; and Finding, hiring, and training of the best possible staff.

Essential competencies include: Planning the development and retention of key persons; Creating an effective structure; Developing management systems for peak performance; Documenting systems and procedures to create efficiencies and to support the effective transfer of knowledge; Implementing a proper strategic planning process that includes the transition of key personnel; Hiring and training of staff; and developing financial controls.

Step 4: Transitioning the leadership - The campus will identify gaps between the required leadership and the existing personnel. The campus will decide if a new leader can be promoted from within or if an external search is required. The campus administrators will ensure that the selection of the new leader, if required, is based on choosing the right individual to lead the TTIPS Program to the desired goals and objectives.

Through these succession management strategies, TTIPS staff will be trained in the role and function that they are assigned to and will be able to stand-in or support other key roles. This will especially be of use in the event that key personnel leave the district. Suitable replacements will be able to be garnered within the existing staff or if replacement personnel are brought in, such as a new Principal or Superintendent, exiting staff will be able to provide the new individual with support during the transitioning process.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 108903	Amendment # (for amendments only):

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

In designing theTransformation Model, the campus proposes to provide initiatives and activities that once developed and implemented, would have the ability to be sustained after the TTIPS Program is completed. The goal of the program was not to provide an easy fix, but to restructure, enhance, and create new campus programs and procedures.

Increase Capacity: In order to increase capacity, the district understands that it needs to target teachers and devise a manner to elicit a higher level of skill, confidence, and passion from them. This would require providing teachers with professional development training, materials, and support needed to ensure teachers commitment not just to the program but also to Santiago Garcia Elementary.
These elements included the following:
- Contracting with Region 1 Educational Service Center to provide Instructional Coaches;
- Identifying teachers that have the experience and capacity to serve as Lead Teachers;
- Providing teachers with professional development training designed to improve their classroom management skills, instruct new research-proven and provide effective teaching methods, etc.
- Providing training on the use of data to adapt classroom instruction; and
- Extending learning time to allow for added core area instruction.

Through these measures, teachers could positively impact students' performance.

Create Lasting Change: Capacity gained through the proposed project will create lasting change to campus culture and practices that can be sustained after the grant period ends. Once teachers and staff are committed to the campus and the academic success of the students, the initiatives that have been created through the TTIPS Program will have the ability to continue to be successfully sustained even after grant funding ends.

As an example, by utilizing grant funds to train teachers to serve as Lead Teachers, these individuals will become proficient with providing training and support to teachers assigned to them. This will create a rippling effect where new teachers that join the district are continued to be mentored and trained by their peers and in time, they themselves can serve as mentors. This same concept is consistent to all of the planned initiatives and activities that are projected for this program.

Continued Funding and Support: To support the added costs that will be associated with the initiatives (i.e. increased wages, extra-duty pay for planned activities, etc.), the district will actively dedicate funds or look for funding sources that help support and sustainthis program over an extended period of time. For example, Title II, Part A funding will be utilized to continue to provide professional development training to Lead Teachers, who will utilize the Trainer-of-Trainer model to impart knowledge to other teachers. This will help to ensure the district is able to support the cost for providing on-going training. Instructional Materials Allotment (IMA) funds will be utilized to purchase teaching materials that are research- proven to increase student participation and scores.

In addition, a sustainability plan will be enforced that will include a handbook outlining procedures to ensure the TTIPS program will continue after the grant. The handbook will include better use of existing resources; maximize federal, state, and local revenue; and continue building public-private partnerships.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 108903	Amendment # (for amendments only):

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

Processes Used to Establish Performance Measures: In the establishment of the performance measures for the Transformation Model, the TTIPS Implementation Team understood that it would be important that they be fashioned to encourage performance improvement, effectiveness,efficiency, and appropriate levels of internal controls. In addition, they would need to incorporate "best practices" related to the performance being measured and be aligned to the identified goals of the program. Therefore, performance measures were created that would align with the TTIPS Vision and Focus for School Reform and improve substantially students' achievement.
Below are the steps that were followed:
　　　• Step #1: Identify which activities and interventions can be utilized to impact each goal. This will help to ensure that all goals are tracked throughout the program and that modifications can be made to the program as needed.
　　　• Step #2: Identify which resources/data source can be utilized to measure progress. (i.e. grade books, test, etc.)
　　　• Step #3: Identify who will be the targeted group that will be surveyed or assessed.
　　　• Step #4: Identify which individual will be responsible for inputting data and/or distributing data collection instrument. (i.e. surveys,sign-in sheets, etc.)
　　　• Step #5: Identify the individual that will be responsible for collecting data.
　　　• Step #6:Create a schedule for inputting and collecting data.
Campus' Ability to Exit Lowest-Performing Status: The district is setting high performance measures, proposes to incorporate profound and radical change, and will hold personnel accountable for meeting standards. By tracking these performance measures, the district can ensure the campus has continued growth not just at the end of each year, but instead a steady increase in students' academic and behavioral performance, parent and community involvement, and teachers' experience. This will help ensure the campus will meet their targeted goals and exit lowest-performing status.

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

As indicated in Part 1: Establishing Performance Measures, the campus has identified various types of data that will be collected to inform campus staff on the effectiveness of each intervention and activity.This includes the following:
Qualitative Data: Will include:
　　　• Observations - TTIPS DCSI, Principal,External Evaluation Team, and the Instructional Coaches will gather data by identifying and recording the characteristics and behavior of students, teachers, staff, parents, and community members through observation. This will be especially important in determining the success in improving the school's climate.
　　　• Interviews - The DCSI and External Evaluation Team will conduct interviews on randomly selected teachers and students. The interview will include a set of standard questions that will be asked on a one-to-one basis in order to be able to obtain straightforward replies.
　　　• Focus Groups - The External Evaluation Team will conduct focus group interviews on select groups. These groups will be brought together in order to be asked relevant and game changing questions. The goal will be to establish a dialog that can result in identifying common issues and encouraging input and suggestions.
Quantitative data: Will include:
　　　• Surveys - The External Evaluation Team will conduct online large group surveys.These groups will include students, teachers,and parents. The surveys will be utilized to determine the success of the program by determining the number of individuals that are partaking in activities and interventions, how often they are participating, and the degree to which the participants are satisfied with the activities and interventions.
　　　• Generated Reports - The DCSI, teachers , and PEIMS department will generate data reports that will be utilized to measure students' growth. This will include reports from RtI software programs, PEIMS Reports, etc. These reports will be submitted to the External Evaluation Team to be utilized in the Evaluation Report that will be submitted to TEA and the district.
　　　• Progress Reports and Sign-in Sheets - The teachers will be required to track students' daily assignments, attendance, and classroom behavior. Copies of the students' progress reports will be submitted to the DCSI for tracking. In addition, sign-in sheets will be collected and inputted into an electronic log.

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Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: 108903	Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

The DCSI and program staff, teachers, parents and community members will monitor the following activities for assessing the effectiveness of the program activities and interventions on an ongoing basis:
Goal(s): 1,2,3
The DCSI will plan, implement and monitor activities to increase the number of students meeting State Assessments:

- Extend learning time will be provides
- Professional Learning Communities are in place
- Calendars created includes parent and community member functions
- Professional development trainings are conducted, attended and new knowdlege is implemented
- Increased technology and software are in place and being implemented
- Expanding/enhancing of 1st -6th grade classes

Assessment Process
The following processers will be implemented to assess effectiveness of program activities and interventions on an on-going basis: Focus Groups; Surveys; Siqn-in Sheets; and Reports.
Goal(s): 4
The DCSI, Lead Teachers, and Instructional Coaches will plan, implement and monitor:
- activities to decrease truancy and absenteeism

Assessment Process The following processers will be implemented to assess effectiveness of program activities and interventions on an on-going basis: Observations; Focus Groups; Interviews; Surveys; Reports; and Siqn-in Sheets.
Goal(s): 5
DCSI, Principal, and Teachers will plan, implement and monitor activities to include parent and community participation:

- Ensure the calendar created includes parent and community member functions

Assessment Process The following processers will be implemented to assess effectiveness of program activities and interventions on an on-going basis: Observations; Focus Groups; Interviews; Surveys; Reports; and Sign-in Sheets.
Goal(s): 6
DCSI, Lead Teachers, External Evaluator Team, and Instructional Coaches will plan, implement and monitor activities include use of data to refine instruction:
- Provide relevant Professional development trainings
- Professional Learning Communities are in place
- Create Calendars includes parent and community member functions

Assessment Process The following processers will be implemented to assess effectiveness of program activities and interventions on an on-going basis: Reports; Survevs; Focus Groups; and Siqn-in Sheets.
Goal(s): 7
DCSI, Lead Teachers, Principal and Instructional Coaches will plan, implement and monitor activities to include growth and improvement of teacher performance:
- Professional learning communities
- Professional development trainings
- Extend learning time
- Calendars includes parent andcommunity member functions
- Review of wages

Assessment Process The following processers will be implemented to assess effectiveness of program activities and interventions on an on-going basis: Reports;Observations; Surveys; Focus Groups; and Sign-in Sheets.

Data results and feedback will be reviewed. This information will be presented during the following implementation Meeting At which time the Implementation members will have the opportunity to discuss and select how any issues will be addressed. The DCSI will be responsible for ensuring that any changes to the program delivery are implemented immediately. If a change in the program is needed or a new vender is required, an amendment will be submitted to TEA for approval.   All Parents, teachers , staff, students, and community members will be notified of chanqes throuqh emailor fiver.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 108903	Amendment # (for amendments only):

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

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

The district's TTIPS Implementation Team utilized a rigorous process to select high-quality external providers to conduct services and deliver products that would be instrumental to the school reform. In order to ensure the proper external providers were selected, the campus first reviewed needs of the campus, the goals of the program, and the planned services and initiative.

Based on this information, the Implementation Team categorized the types of eternal providers that would be required. This included Professional Development Trainers, Technology Vendors, External Evaluator Team, Curriculum Vendors, and more.

Pool of External Providers Identified: With this list in hand, the Implementation Team began searching for possible providers in each of the identified categories. In put was solicited from previous TTIPS awardees, top performing districts and campuses; and neighboring districts. These among other identified providers were researched in order to be presented for review during the next scheduled Implementation Meeting. Among information that was obtained was:
  • Menu of Services - It is the intent of the TTIPS program to provide teachers, students, staff, parents, and community members with a wide-range of professional development training, products, and services that will ensure the district exits needs improvement status;
  • Level of Experience - The district researched the number of years of service and requested information pertaining to the level of experience of the staff and CEO and a list of previous clients. Any individuals that did not have at least 5 years of experience in providing services in the same category were notated. Additionally, previous clients of each provider were contacted in order to solicit feedback;
  • History of Prior Success - As part of the feedback that was solicited from previous clients, information was requested regarding the degree to which the services provided had been successful in achieving the intended results; and
  • Associated Costs - A breakdown of fees were researched in order to create cost comparison sheet per category . Providers with the best cost per service were notated.
During the meeting, the Implementation Team reviewed the list that included all of the research that had been gathered. Based upon the information, the Implementation Team selected various vendors from all categories that would be considered. These individuals would be scheduled to provide a product demonstration for selected teachers, staff, and the principal, as well as to provide a bid or invoice for identified services.
Final Selection and Procurement: Once all demonstrations are provided, a provider for each category will be selected.
Contracting Risk-Assessment: The Implementation Team assessed how the contracting of each external provider would support the TTIPS goals for campus reform and how the relationship would be managed. Areas of concern included the security issues related to the accessibility that would be granted to technology and students. The campus was aware that by allowing access to any provider to install technology and/or software in the district, student, teacher, and staff records were at a risk of being compromised. In addition, by allowing external provider access to the campus, they would also gain access to the students. To minimize the threat to students, teachers, staff, and parents, the district will enforce a policy that required all providers pass a criminal background check prior to being admitted on campus property. This will include any individual that is employed or subcontracted through the agency to provide any level of service at the campus. In addition, each provider will be required to submit a signed Confidentiality Form. This form will help to ensure students, teachers. staff, and parent's information is protected as required by FERPA.

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

County-district number or vendor ID: 108903	Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

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

On-going Oversight to External Providers: Methods described for rigorous oversight of external providers ensures ongoing high-quality service and success in delivering outcomes The campus will employ a District Coordinator of School Improvement (DCSI) that will be responsible for providing oversight to the external providers. This individual will be required to:

- Be present at the onset of the contractual agreement;
- Attend trainings;
- Oversee the installation of technology,hardware, and/or software;
- Meet with teachers , students, staff, parents, and community members to discuss the quality and ease of implementation of products, services, and strategies provided by the external providers;
- Respond to any issues and problems; and
- Provide the Implementation Team with irregular updates on the external providers' performance.

Review of External Provider Performance Schedule: Since each provider will deliver services at various times throughout each year and will range in frequency, the district elected to create an online calendar of events that will include each of the external providers dates of expected services, method that will be employed to review performance, dates when the preview of performance will be conducted, dates when issues will be addressed with the external provider, and dates when assessment results will be submitted to the Implementation Team for review. This calendar will be linked to the DCIM, Principal, and Implementation Teams cell phones in order to provide up to date notification of expected events. Through this manner, DCIM will be able to provide ongoing and continuous oversight.

Personnel Responsible and Instruments for Measuring, Monitoring, and Management: The DCSI will be responsible for providing oversight and managing each of the contracted external providers. In order to ensure that each of the providers are held to a high-level of excellence,the DCSI will be assisted with this process by various staff and teachers.

- Lead Teachers will be utilized to solicit input from teachers regarding the professional development and implementation of products and services. To gather this information, the Lead Teachers will host a discussion groups directly following the training, at which time teachers will be asked to complete questionnaires. These questionnaires will ask teachers input regarding the quality of the information that was provided, the presenters ability to articulate new procedures in a manner that is easy to follow, and the teachers opinion of the relevance of the training that was provided.

- The Technology Director will be utilized to provide their professional opinions on external provider that provide the technology, hardware, and software. The Technology Director will be asked to rate the quality of the products that are provided, the ease of access of installation, the compatibility with existing resources, the knowledge and experience of the installation technician, and the support and training that was provided to teachers and staff. In addition to compliment his own questionnaire, the Technology Director will also solicit the opinions of teachers and students that will be utilizing the new resources.

Corrective Actions to Improve Performance: Based upon the results of the assessments, the DCSI may be required to meet with the providers to request a modification of services or additional support or trainings. Individuals that provide technology, hardware, and software may request to provide additional trainings to teachers and or to replace products that are not functioning properly. Professional development trainers may need to work with the DCSI to review the menu of available trainings and identify different trainings. If the issue is with the presenter, the DCSI may need to request a different presenter be assigned to the campus.

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

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108903	Amendment # (for amendments only):

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

1.	Will create a TTIPS Implementation Team that will consist of TTIPS staff, district and campus staff, teachers, parents, and community members. The Implementation Team will be responsible for meeting on a regular basis and reviewing data collected and determining if the campus is on target to meet proposed objectives.
2.	Will select the individual that will serve as the District Coordinator of School Improvement (DCSI).
3.	Will meet to discuss the restructuring of the class schedule in order to allow for increased learning time. This will include extending the instructional day by 30 minutes.
4.	Will work with the assigned Technical Assistance Provider (TAP) to create an Implementation Readiness Portfolio that is aligned to the needs of the campus.
5.	Will meet to assess staff and determine which teachers have the experience needed to serve as Lead Teachers for new and struggling teachers.
6.	Will assess each prospective Lead Teacher's strengths and weaknesses in order to determine what training are required to prepare them for their new position. A detailed training plan will be created that will ensure that proper staff is available to cover their classrooms while training is being attended.
7.	Will meet with administration staff to review the current teacher evaluation system and determine whether a new teacher evaluation system needs to be put into place that is rigorous , transparent, and equitable.
8.	Will meet with administrative and TTIPS staff to devise a schedule that allows for multiple observations to assess teachers performance.
9.	Will hold a meeting, which will be open to the public, in order to solicit feedback and suggestions regarding the activities to be provided through the grant program.
10.	Will meet with campus staff and teachers to create Professional Learning Communities (PLC). A schedule will be created that will allow the PLC's to meet weekly in an effort to ensure that curriculum is vertically aligned.
11.	Will contract with an independent evaluator to conduct surveys, walk-throughs, and distribute questionnaires that will provide the campus with base-data that will be used to create the Implementation Readiness Portfolio.
12.	Will meet with the district and campus staff to enhance the Campus Calendar to include added opportunities to engage parents and community members in the school culture. Including: Parent/Teacher Meetings, Open House, Parent/Community Academic Nights, etc.
13.	Will create a list of professional development trainings that are needed by staff and teachers, which will be based upon solicited feedback, survey results, walk-throughs, and academic needs assessment.
14.	Will create a list of technology, trainings, software, and hands-on manipulatives that are necessary to implement the campus reform based upon the conducted needs assessment. External providers will be researched and selected for approval.
15.	Will meet with all stakeholders to solicit feedback concerning all selected external providers.
16.	Will schedule and meet with all approved vendors and collaborative partners for product demonstrations, create orders based upon the campus's needs, arrange delivery and set-up of products, and schedule staff trainings.
17.	Will meet with the Technology Director in order to ensure all hardware/software is compatible and that the existing infrastructure will support the new hardware/software. If needed, added infrastructure will be purchased.
18.	Will meet with the Business Office Manager to ensure all the grant accounts are properly set-up for accounting purposes and that the purchasing processes are being properly implemented
19.	Will submit the quarterly progress reports on time, which will document the school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the Texas Accountability Interventions System (TAIS) framework.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108903	Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources.

On-Going1 Existing Efforts Similar or Related to the Planned Project: Recently the district underwent a shift in administration in an effort to improve student academics, behavioral outcomes, and teacher retention. The district has seen the following imorovements in students academics:

CAMPUS GROWTH

YEAR	ACCOUNTABILITY RATING	MATH	READING	ATTENDANCE
2015	MET	52%	58%	98.4%
2014	MET	62%	64%	98.9%
2013	MET	68%	57%	98.9%

As can be seen in the table above, the campus has shown decline since the new administration has been brought in. This is due in part to the principal's in experience. The principal provided support, and encouragement who felt it was his responsibility to get the campus back to the high standards of achievement that is expected of the campus burt unfortunatly was not enough for continual growth. The principal is aware that if funded he will be removed from the campus.

In addition due to the recent decrease in state and federal funding, the Principal struggled to provide programs that were designed to generate campus reform and increase the new teachers' competence. However, state Instructional Materials Allotment (IMA) funds are being utilized to purchase teaching materials that are research-proven to increase student participation and scores. In addition, the campus provided assessments and conducted walkthroughs for all teachers on a regular basis.

How Coordinated Efforts will Maximize Effectiveness of Grant Funds: If awarded, the campus will provide existing program resources to support the proposed compensation teacher incentive plan with technology equipment and training materials.Teachers and staff will also be allowed to utilize existing school facilities, computers, TV/DVD's, projectors, and overhead materials as well as participate in staff trainings and meetings. In addition, the campus will utilize existing staff to provide support to the project. The Business Office Manager will be utilized to manage grant expenditures; campus administrators will conduct assessments and evaluations; and Board members will be asked to keep stakeholders informed of the on-going progress or the project. These funds will not be used to divert or decrease existing services required by state law, State Board of Education, or by local policy.

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

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108903	Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

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

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	To be determined
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	Will be hired in May of 2017.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108903	Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

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

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

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

Element in the model selected for modification:	n/a
Description of the modification:	n/a
How intent of the original element remains/will be met:	n/a

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108903	Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

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

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

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	Student growth plays an intricate part in a teacher's evaluation. Of the 6 parts of the teachers' evaluation, student growth accounts for 75%. Therefore, to determine student's growth, the campus utilizes various systems to collect this data. They include the following: STAAR Testing: The campus will utilize STAAR scores for the 2015-2016 calendar school-year as the basis for student growth comparison. Subsequent testing scores will be utilized in order to see if the campus has an increase in the number of students that met the standards. In addition, the campus will track the number of students by teachers that met the standards in order to determine if each teacher is being effective in the classroom. Classwork: The campus will review students' classwork regularly in order to determine whether students are showing significant academic growth. Student class scores will be compared to previous years as well as to the teacher's peers in order to determine whether the teacher is being effective in the classroom.

Walk-Throughs: District, campus, and TTIPS staff will conduct walk-throughs during the teacher's instructional period in order to determine if the teacher is effectively engaging and managing the students and classroom .

Rtl Software: Teachers will utilize Rtl software to assess students each month. Assessment results will assist the campus in determining if students' academics are improving.

Student Attendance and PEIMS Reports: The TTIPS and campus staff will review attendance and PEIMS reports in order to determine if PBIS strategies are being implemented effectively in the classroom or are needed. |
| Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice: | As can been seen in the data that will be generated above, the campus will gather data from multiple sources throughout the five-year grant period in order to determine if teachers are positively impacting students' performance.

Walk-throughs and assessments will be conducted quarterly by the District Coordinator of School Improvement (DCSI), Lead Teachers, and Instructional Coaches on all core area teachers. An annual walk-through and assessment will be conducted by the Principal on all teachers. In addition, teachers in each core areas will be selected to have a walk through and assessment conducted by the External Evaluator Team.

Data will be collected through these multiple sources throughout each school-year to track teachers' effectiveness, practices being implemented, and classroom management during the school-year and provide struggling teachers with additional professional development traininq, resources, and support. |

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108903	Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

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

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

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

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

Describe the rewards available for educators who have increased student achievement in implementing the model:	The campus has developed a rewards system that will be utilized to motivate and recognize Lead Teachers and teachers who demonstrate an increase in students' achievement in implementing the Transformation Model. Due to the comprehensive nature of the teacher reform strategies, the planned reward system will provide Lead Teachers and teachers a multi-tiered incentive program. An example of the proposed plan is provided in the table below. However, funds not utilized will be used to increase the number (5) of eliqible Lead Teachers /teachers.

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Lead Teachers

</div>

Basis	Amount	Total
Paid Quarterly	$,1000	$4,000
Paid per assigned teacher (5 teacher maximum)	$50	$500
Paid per teacher that demonstrates growth	$200	$2,000
Maximum Eligible Amount Per Year		$6,500

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Teachers

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% of students that demonstrate improvement in there academics	5% - $500 10% - $1,000	$1,000
% of students that demonstrate improvement in behavior and truancy	5% - $500 10% - $1,000	$1,000
% of parents that demonstrate an increase in parental involvement	10%-$500 15%-$1000	$1,000
Maximum Eligible Amount Per Year		$,3000

Describe protocols/interventions to support teachers who are struggling to improve professional practice:	In order to support new and struggling teachers, the campus has devised a system of support that is designed to ensure the growth and success of each teacher. On-going monitoring of each core area teacher conducted by multiple district , campus, and contracted staff will help ensure that struggling teachers are identified early and provided with additional interventions to address any area of need. Interventions will include: Focus meetings to discuss with teachers areas of weaknesses and devise specialized interventions; Scheduling additional one-on-one trainings with Lead Teachers and Instructional Coaches; Providing additional opportunities for professional development trainings; and Reassessing the teacher in order to determine if anv qrowth has been identified.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108903	Amendment # (for amendments only):

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

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

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

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

N/A

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

County-district number or vendor ID: 108903	Amendment # (for amendments only):

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

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

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

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

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

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108903	Amendment # (for amendments only):

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

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

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

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

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

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108903	Amendment # (for amendments only):

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

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

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

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

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

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

County-district number or vendor ID: 108903	Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

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

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

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108903	Amendment # (for amendments only):

Statutory Requirement 14: High-quality preschool programming (continued)

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

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

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

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108903	Amendment # (for amendments only):

Statutory Requirement 15: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

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

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

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

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108903	Amendment # (for amendments only):

Statutory Requirement 16: New Governance Structure/Turnaround Office

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

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

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

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108903	Amendment # (for amendments only):

Statutory Requirement 17: Whole-School Reform Model Developer

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

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

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

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

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108903	Amendment # (for amendments only):

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

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

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

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

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

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108903	Amendment # (for amendments only):

Statutory Requirement 19: Enrollment in higher achieving schools

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

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

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

N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108903	Amendment # (for amendments only):

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

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

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

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

Use Arial font, no smaller than 10 point.

Critical Success Factor:	Improve the Instructional Program

	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	STEM TEAM will be contracted to provide age-appropriate, student-centered 1st-5th STEM learning solutions. Challenged-based curriculum, products, equipment, and materials will promote student success through positive and challenging learning experiences. Hands-on solutions will teach core concepts and career skills in science, technology, engineering, and math.	STEM training will provide training on the use of STEM manipulatives. $40.00 1st year. Schedule 9 supplies and materials 6300 $30,000 $30,000 x 4= $120,000 for age appropriate STEM instructional materials.
2.	The campus will extend learning time by 30 minutes in order to increase students' access to math and ELA academics.	Professional staff extra-duty pay (EXTENDED LEARNING TIME 22 TEACHERS X $25 X 90HS PER YEAR =49,500
3.	Students will be assessed utilizing the My Virtual Reading Coach (MVRC), Ascend Math, and Math Imagine (based on student grade level) assessment. Based on the results, a curriculum plan will be developed to address each area of the students' deficiencies. Periodic assessments will be provided throughout the grant program so that the campus can adjust the curriculum plan as needed.	ELA software will provide 1st -5th grade students access to ELA RTI software that is designed to increase ELA proficency. 120 licenses @ 1000 each Math software will provide students with access to math RTI software that is designed to increase mathematics skills 350 licenses @24.00 per student
4.	Zaner-Bloser will be contracted to provide a research-based comprehensive training plan that is designed to improve the teachers' ability to positively impact students writing and reading academics. The comprehensive training plan will include Handwriting and Reading Toolkits for students in grades 1st – 5th .	Writing and Reading PD training will implement a research based training plan designed to improve teachers ability to improve student writing and reading academic skills. 40,000 per year

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5. | The campus will provide teachers professional development training designed to increase their data skills and data-informed decision-making processes in order to provide them the skills needed to utilize data to differentiate instruction. | Professional Development Training Team will identified a plan from formative and summative student data assessment data to address student academic needs. $115,605

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108903

Amendment # (for amendments only): _____

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

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

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

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Teacher Quality*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	As part of the TTIPS Transformation Model, the campus will create Professional Learning Communities (PLC). Two PLCs will be created that will be broken down by core areas. Each PLC will meet weekly in order to discuss lesson plans and ensure vertical alignment, discuss best practices, review data and provide suggestions and feedback, and discuss areas of concern.	Instructional Planning Time 22 teachers x $25 x 36hs per year)= $19,800x 4= $79,200
2.	Current teachers will be reviewed in order to identify individuals that are qualified to serve as Lead Teachers. These individuals will be provided with professional development training that will prepare them to serve in their new role of Trainer-of-Trainers. Each Lead Teacher will be assigned teachers that have less than 2 years of experience and/or are struggling to provide support and oversight to them.	Instructional Coaches will implement evidence-based practices with teachers and school leaders. $262,000.00 Leadership Team will implement training design to improve teachers and staff leadership skills. $ 56,000.00 (Lead Teacher Stipend 4 x $6,500 per year)=26,000
3.	The campus will provide teacher's professional development training that will provide them with research-based strategies that are proven to increase student's participation, improve academics, and expand their classroom management skills. Through these trainings, teachers confidence will improve;thus, helping to ensure an increase in teacher's quality.	**School Climate Vendor** will promote a positive sustained school climate. Safety, supported environment that nurtures social emotional ethical and academic skills. **Professional Development Training Team** will identified a plan from formative and summative student data assessment data to address student academic needs. **Instructional Coaches** will implement evidence-based practices with teachers and school leaders.

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Leadership Team will implement training design to improve teachers and staff leadership skills. **Professional Development Training** will implement training and strategies to increase parent and community skills. **Software Training** will provide RTI software training. **STEM training** will provide training on the use of STEM manipulatives. **Evaluation Team** will conduct evaluation of the TTIPS program including surveys, walkthroughs, formative and summative data, quarterly and annual reports. **Writing and Reading** PD training will implement a research based training plan designed to improve teachers ability to improve student writing and reading academic skills.	Software Training will provide RTI software training. STEM training will provide training on the use of STEM manipulatives. Laptops will be utilized by core area teachers,DCSI,Principal, and lead teachers to track student's progress, create lesson plans, complete survey's and view on-line trainings. Printers will be utilized by TTIPS staff 10 cows @ 20,000 21st century technologies for the classroom 22 classroom 9,500 per classroom students to print data results, surveys, and other program related assignments.
4. Research-proven resources (technology, software, hardware, manipulatives, etc.) will be provided to teachers that are designed to improve students' engagement and academics. Each participating teacher will be provided with professional development training on the proper use of these resources.	
5. Instructional Coaches will be contracted to provide onsite professional development to teachers on how to use evidence-based teaching practices and support them in learning and applying these practices.	Instructional Coaches will implement evidence-based practices with teachers and school leaders.

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108903	Amendment # (for amendments only):

TEA Program Requirement 3: Interventions and Resources to meet Model Requirements- INCREASE LEADERSHIP EFFECTIVENESS
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

• List the key interventions the campus will implement to *increase leadership effectiveness* in order to achieve increased academic performance.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Texas Education Agency

Standard Application System (SAS)

- Provide a *description of grant costs* named in the Budget Schedules, indicating how costs will support the intervention to *increase leadership effectiveness*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	Increase Leadership Effectiveness	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	The Principal, will be determine This individual will possess the leadership capability to ensure the success of the Transformation Model and will lead the school out of Focus status. The principal will be hired May 2017 and will meet the qualification adhered in the TTIPS grant cycle 5.	Will monitor the implementation of the program and ensure that all stakeholders are kept abreast of program growth and outcomes. Will ensure that all staff, teachers, parents, community members, and students participate in all surveys and questionnaires conducted by TEA and the External Evaluation Team. (Principal Stipend 1 x $4000 per year)= 4000
2.	The principal will be provided with professional development training designed to increase her leadership effectiveness. Trainings will include, but are not limited to, Standards for Staff Development, Building Effective Leaders, Mental Health, Bullying and Reporting Procedures, Creating a Positive Campus Climate, Effective School Practices, Classroom Walk-throughs with Reflective Practice, and more.	School Climate Vendor will promote a positive sustained school climate. Safety, supported environment that nutures social emotional ethical and academic skills.
3.	A District Coordinator of School Improvement (DCSI) will be assigned to implement all strategies of the TTIPS Transformation Model. This individual will be solely employed to oversee, manage, and support the planned program. This individual will be provided with similar leadership training as those provided to the principal in order to ensure that he/she has the ability and confidence to manage the program effectively.	Will lead the campus through the implementation of long term reforms as set forth in, the TTIPS Transformation Model. This includes operating in compliance with all grant regulations and compliance efforts.
4.	Succession management strategies have been created that will help ensure that the district is equipped to replace any individual that chooses to leave the district. TTIPS staff will be trained in the role and function that they are designated for, but also be able to stand-in or support other key roles. If replacement personnel are brought in, such as a new Principal or Superintendent, exiting staff will be able to provide the new individual with support during the transitioning process.	Step 1: Build a solid foundation Step 2: Start with the end in mind . Step 3: Strengthening systems and processes Step 4: Transitioning the leadership Through these succession management strategies, TTIPS staff will be trained in the role and function that they are assigned to and will be able to stand-in or support other key roles.
5.	Regular meeting will be held in order to review the status of the campus reform and to determine of any additional trainings or support are required. During these meetings data and external providers' assessments will be reviewed.	The campus will schedule quarterly meetings with district and campus administration in order to review the program's progress. The meetings will be open to the public in order to encourage parent and community participation and ensure program transparency. Stakeholders will be notified of dates of meetings through flyers, which will be posted throughout the school, community, as well as, be sent home to parents; campus marque; campus website; and through the

parent notification service. In addition, the meetings will be uploaded to the district and campus websites so that all interested parties that could not attend can view at their own convenience.

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108903   Amendment # (for amendments only):

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

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

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Use of Quality Data to Inform Instruction*

	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	A District Coordinator of School Improvement (DCSI) will be hired to align campus curriculum and implement the Transformation Model. 1) Utilize the most current research based practices, 2) Vertically and horizontally align instruction, 3) Align instruction with State Academic Standards, and 4) Align with College and Career Readiness Standards.	DISTRICT COORDINATOR 1 Year 1 $41,667 Year 2 $51,500 Year 2 $53,045 Year 4 $54,636 Total pay for the 4 years $200848
2.	Trainings will be provided to teachers to enhance their content knowledge and understanding of the TEKS. Lead Teachers will help identify academic areas of weakness so that the campus can contract with needed content specialist from Region 1 ESC. Evaluation Team will conduct evaluation of the TTIPS program including surveys, walkthroughs, formative and summative data, quarterly and annual reports.	Will provide professional development training to teachers and staff to include: Creating a Positive Campus Climate, Classroom Walk-throughs with Reflective Practice, Applying Technology in the Classroom, Instructional Leadership Development (ILD), Mental Health, Bulling and Reporting Procedures, etc.

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3.	The campus will contract with an External Evaluator Team to ensure continuous use of data to inform and differentiate instruction. The External Evaluator Team will conduct surveys on teachers, parents, students, staff, and community members. In addition, walk-throughs and focus group discussions will be performed. Based on these results, the External Evaluator Team will provide suggestions and recommendations to address any areas of weakness.	Will use a rigorous, transparent, and equitable evaluation system that employs both formative and summative data. Evaluation Team will conduct evaluation of the TTIPS program including surveys, walkthroughs, formative and summative data, quarterly and annual reports. Total for 4 years $144,000
4.	Teachers will be provided with RtI software that is designed to assess students and provide data on their progress. In addition, teacher will be provided training on how to utilize this generated data as well as, STAAR testing results, benchmarks, classwork, etc. to modify their instruction and target struggling students.	Software Training will provide RTI software training. ELA software will provide 1st -5th grade students access to ELA RTI software that is designed to increase ELA profiency. 120 licenses @ 1000 each Math software will provide students with access to math RTI software that is designed to increase mathematics skills 350 licenses @24.00 per student
5.	PLC groups will meet weekly in order to review data, provide suggestions and feedback, and discuss strategies to address deficiencies. Best practices will also be discussed in order for struggling teachers to gather new methods to address low data scores.	Will meet with campus staff and teachers to create Professional Learning Communities (PLC). A schedule will be created that will allow the PLC's to meet weekly in an effort to ensure that curriculum is vertically aligned.

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108903	Amendment # (for amendments only):

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

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

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

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Learning Time*

	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	The campus will increase student learning time by extending the school day by 30 minutes each day. This will provide teachers the opportunity to increase instruction in core area subjects. Each class day will run from 8:00 am until 4:00 pm; thus, making each school day an 8-hour day.	LEARNING TIME 22 TEACHERS X $25 X 90HS PER YEAR =49,500

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2.	The campus will review the academic learning time (period when instruction aligns with students' readiness to learn) as opposed to the allocated school time (total amount of time students are at school) in order to plan strategies to more closely align these two areas.	LEARNING TIME 22 TEACHERS X $25 X 90HS PER YEAR =49,500
3.	Teachers will add 30 minutes of ELA studies on two days, Math on two days, and writing on the remaining day.	LEARNING TIME 22 TEACHERS X $25 X 90HS PER YEAR =49,500
4.	The campus will offer a Saturday Tutoring day once every month. Tutoring will begin at 8:00 am and will last until 12:00 pm.	LEARNING TIME 22 TEACHERS X $25 X 90HS PER YEAR =49,500
5.	The campus will provide after-school core academic tutorials for students in order to increase the instructional time.	LEARNING TIME 22 TEACHERS X $25 X 90HS PER YEAR =49,500

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108903   Amendment # (for amendments only):

TEA Program Requirement 6: Interventions and Resources to meet Model Requirements– INCREASE PARENT/COMMUNITY ENGAGEMENT
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

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

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Parent/Community Engagement*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	The campus will implement various strategies to increase parent and community involvement. Strategies will include the contracting of Parent and Community Engagement Team to provide workshops designed to increase parents' participation in their child's education. In addition, parents and community members will be invited to be a part of the Implementation Team	Will provide the district with a comprehensive professional development plan that is designed to increase parent and community involvement, establish effective student teacher relationships, and creating a learning and supportive structure outside the school environment

	in order to ensure their voices and opinions are included within the design and implementation phase, both prior to and during, of the TTIPS grant.
2.	The campus will ensure that parents and community members are provided with notification of meetings and events. Various manners of notification will be utilized in order to encourage parents and community participation. Methods for notification will include: letters sent home to parents, emailblasts, utilization of the school messenger system, school billboard, morning announcements, and flyers.	The district has devised a program that demonstrates a clear ability to benefit from grant resources based on their vision for school reform, district commitments, and existing district capacity and resources, along with well-planned organizational and communication structures that will enable reforms to take place.
3.	The Campus Calendar will be modified in order to include added opportunities for parent and community member involvement.	Develop a Campus Calendar to include added opportunities to engage parents and community members. Will meet with the district and campus staff to enhance the Campus Calendar to include added opportunities to engage parents and community members in the school culture. Including: Parent/Teacher Meetings, Open House, Parent/Community Academic Nights, etc.
4.	A campus academic night will be scheduled in order to provide parents and community members the opportunity to take part in the students' education. The intent of these academic nights will be to allow students to show parents the methods and resources that are being utilized to instruct them. Students will have the opportunity to "teach" parents and community members while simultaneously providing parents and teachers the opportunity to "try out" new technologies, manipulatives, and curriculum.	STEM training will provide training on the use of STEM manipulatives.
5.	The campus will implement a Parent of Distinction and Community Member of Distinction award in order to recognize individuals that have taken an active role in the reforming of the campus. These awards will be issued on a bi-monthly period and will include a certificate. The individuals selected will be featured on the district and campus website, announced on the school marque, and have a special notification included in the district and campus newspaper.	Supplies and materials not requiring approval

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108903	Amendment # (for amendments only):

TEA Program Requirement 7: Interventions and Resources to meet Model Requirements- IMPROVE SCHOOL CLIMATE
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

• List the _key interventions_ the campus will implement to *improve school climate* in order to achieve increased academic performance.

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Texas Education Agency

Standard Application System (SAS)

- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *improve school climate*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	Improve School Climate	
	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	The campus will contract with an School Climate Training Team to conduct surveys on teachers, parents, students, staff,and community members. In addition, walk-throughs and focus group discussions will be performed. Based on these results, the External Evaluator TSchool Climate Training Team will provide suggestions and recommendations to address any areas of weakness.	School Climate Vendor will promote a positive sustained school climate. Safety, supported environment that nutures social emotional ethical and academic skills
2.	The campus will ensure that students feel safe and secure while at school. Strategies will be implemented to decrease the number of student-related incidents. This will include incidents of bullying, fighting, position of controlled substances, truancy, and others. In addition, the campus will ensure that no unauthorized individual is granted access to the campus.	School Climate Vendor will promote a positive sustained school climate. Safety, supported environment that nutures social emotional ethical and academic skills
3.	The campus will contract with External Evaluator Team to provide a spectrum of training identified by the evaluation team from their formative and summative findings to help address students' academic, social and emotional needs for both students and parents.	Will use a rigorous, transparent, and equitable evaluation system that employs both formative and summative data. Evaluation Team will conduct evaluation of the TTIPS program including surveys, walkthroughs, formative and summative data, quarterly and annual reports. Total for 4 years $144,000
4.	Teachers will be provided with performance-based stipends and extra-duty pay for any hours worked beyond their contracted schedule. In addition, students will be provided with incentives to acknowledge improvement in academics, behavior, and attendance. Incentives will include: certificates, small flash drives, pens, etc.	(Teacher Stipend 22 teachers x $3250 per year)=71,500 Student incentives under supplies and materials not requiring approval.
5.		

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 108903	Amendment number (for amendments only):

No Barriers

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

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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Schedule #18—Equitable Access and Participation (cont.)					
County-District Number or Vendor ID: 108903			Amendment number (for amendments only):		

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

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

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: 108903	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community collaborations	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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

County-District Number or Vendor ID: 108903	Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information in digital/audio formats	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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

County-District Number or Vendor ID: 108903	Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	x	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community collaborations	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	x
L02	Establish collaborations with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	x
M02	Conduct home visits by staff	☐	x	☐

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County-District Number or Vendor ID: 108903	Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	x
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	x
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new personnel	☐	☐	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

County-District Number or Vendor ID: 108903	Amendment number (for amendments only):

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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