Texas Education Agency
Standard Application System (SAS)

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

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

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#		Amendment #
La Joya ISD	108912-045	Ann Richards Middle School		
Vendor ID #	ESC Region #			DUNS #
746001550	1			024102451
Mailing address			City	State	ZIP Code
7005 Ann Richards Rd.			Mission	TX	78574-

Primary Contact

First name	M.I.	Last name	Title
Thomas	M	Ocana	Principal
Telephone #	Email address		FAX #
(956) 323-2860	t.ocana@lajoyaisd.net		(956) 323-2861

Secondary Contact

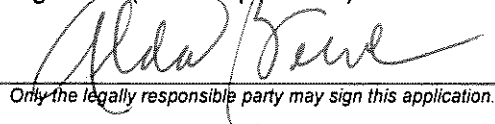| First name	M.I.	Last name	Title
Adelaida		Martinez	Librarian
Telephone #	Email address		FAX #
(956) 323-2860	a.martinez6@lajoyaisd.net		(956) 323-2861

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
Dr. Alda	T	Benavides	Superintendent of Schools
Telephone #	Email address		FAX #
956-323-2002	a.benavides@lajoyaisd.net		956-323-2010

Signature (blue ink preferred)

Date signed 9/28/16

Only the legally responsible party may sign this application.

701-16-105-041

Schedule #1—General Information	
County-district number or vendor ID: 108-912-045	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: 108-912-045	Amendment # (for amendments only):

Part 1: Required Attachments

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

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

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

Part 2: Acceptance and Compliance

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

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

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 108-912-045	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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

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

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iii. Are designed and developed with teacher and principal involvement;
- (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
- (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
- (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

2. Deliver comprehensive instructional reform strategies.
   - (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
   - (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

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

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.

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

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Schedule #4—Request for Amendment

County-district number or vendor ID: 108-912-045	Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

Revised Annual Budget Breakdown

Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Year 4 2019-2020	4-Year Total Budget Request
$	$	$	$	$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 108-912-045	Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 108-912-045	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.

Ann Richards Middle School has been identified as a campus needing improvement under the No Child Left Behind (NCLB) Act in the area of Reading for Special Education students and English Language Learners.

After evaluating the programs which are in place and disaggregating student data, we conducted meetings with major stakeholders comprised of teachers, parents, students and administrators and reviewed their input. We found that we are in need of additional support in the areas of teacher/administrator professional development, instructional technology, and educational resources to improve the effectiveness of our current academic programs. There is also a need to increase our parental involvement and student participation in tutorial and enrichment programs. Increased student attendance will ensure the success of all students but specifically our targeted population.

To continue strengthening our efforts with existing programs, we want to enhance and supplement initiatives to maximize our students' success. Additionally, we need to align and write curriculum to meet our specific campus needs. This will require that proper measures and additional resources be provided for teachers. An example of such resources would be substitute teachers that would allow staff the time needed to write curriculum, select appropriate resources to supplement classroom learning experiences, and establish timelines for implementation in their content area. Stipends would be needed to compensate teachers and administrators working on curriculum after hours, weekends, and summer. Additionally, there is a need to purchase resources that support the STAAR state assessment.

To address the needs of Ann Richards Middle School (ARMS) students, we have chosen the whole-school reform model because our campus/district goals and objectives align with said model. First, ARMS will have operational flexibility and receive ongoing support from Success for All during implementation of the grant. Success for All will help us provide extensive professional development, materials, and software to help our teachers use proven strategies to ensure our students' reading success. Our primary goal will be to improve academic performance in reading by incorporating technology resources and research-based instructional programs/software in all classrooms. Next, we will use quality data to drive instruction and will implement strategic pedagogically aligned staff development in all content areas with a focus on reading and writing . This can be enhanced by incorporating instructional technology such as interactive whiteboards, reading electronic resources, instructional clickers, additional computers, projectors and other electronic devices that enhance the classroom experience. Administrators will be trained in monitoring instruction delivery, data analysis, and ways to increase leadership effectiveness. This training will be accomplished through conferences, staff development, and educational relevant literature.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 108-912-045	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.

Currently, our campus is comprised of 902 students with over 95% economically disadvantaged students. This current year, our English Language Learners population has increased from 58.3% to 66.7%. Our number of special education students has increased as well. This year, we are servicing 100 special education students in 6th, 7th, and 8th grades.

Student attendance is another area of concern since our attendance rate for 2015-2016 was 93%, well below our target goal of 97%. In the spring of 2016, our STAAR state assessment data reflects the following:
    66% of our 6th, 7th, and 8th grade students met Level II satisfactory standard in reading but only 18% of our Special Education students and 48% of ELL students met this standard.

This data indicates that our campus is in need of strengthening our reading programs/ instruction particularly with these two subgroups. Since our data showed these to be campus areas of need, we decided that the Success For All Whole-School Reform approach is best aligned to our needs and goals. Some of the initiatives that Success For All will help us implement are:

    *Small group computer assisted support for struggling readers.
    *Family Literacy Programs to promote reading and school attendance.
    *Proven research based reading curriculum for students reading below grade level.
    *Program evaluation through quarterly school-wide reading assessments.
    *Professional development for effective implementation of the reading program.

After a schoolwide campus needs assessment that surveyed staff, students, and parents was conducted, additional areas of need were identified. For staff: additional staff development, curriculum resources, technology resources, additional planning time, lower teacher/ student ratio, extension of instructional time, professional conferences, and opportunities for graduate studies in content area. For students: academic incentives, attendance incentives, educational field trips, Saturday camps, University campus visits, motivational speakers/ presentations, extended day enrichment classes. For parents: family literacy nights, ESL classes, GED classes, technology classes, and self-sufficiency classes.

Upon reviewing the identifying campus needs, a list of needed items and resources was generated and budget allocations were made accordingly with the focus in Year 1 being the scheduling, planning, and staff development in preparation for full implementation of grant initiatives in Year 2. Monies allotted will be utilized for purchasing of needed resources and equipment. TTIPS grant personnel, including a grant coordinator, will be hired to oversee the management of the grant's budget, implementation ofcampus grant initiatives, and ensuring that reports and documentation are accurate following all statutory and TEA requirements. Grant coordinator will work collaboratively with the school principal.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 108-912-045	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	$542,678	$	$1,049,278	$	$1,049,278	$	$1,049,278	$	$3,690,512
Schedule #8	Professional and Contracted Services (6200)	6200	$224,792.60	$	$196,490	$	$186,290	$	$186,290	$	$793,862.60
Schedule #9	Supplies and Materials (6300)	6300	$60,000	$	$60,000	$	$60,000	$	$60,000	$	$240,000
Schedule #10	Other Operating Costs (6400)	6400	$160,000	$	$210,000	$	$210,000	$	$210,000	$	$790,000
Schedule #11	Capital Outlay (6600)	6600	$151,885	$	$151,885	$	$67,380	$	$30,000	$	$401,150
Consolidate Administrative Funds	☐ Yes ☐ No										
	Total direct costs:		$1,139,355.60	$	$1,667,653	$	$1,572,948	$	$1,535,568	$	$5,915,524.60
	Percentage% indirect costs (see note):		N/A	$	N/A	$	N/A	$	N/A	$	
	Grand total of budgeted costs (add all entries in each column):		$1,139,355.60	$	$1,667,653	$	$1,572,948	$	$1,535,568	$	$5,915,524.60

Administrative Cost Calculation

Enter the total grant amount requested:		$5,915,524.60
Percentage limit on administrative costs established for the program (5%):		× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:		$295,776.23

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: 108-912-045

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	10		$250,000	$500,000	$500,000	$500,000	$1,750,000
2	Educational aide			$	$	$	$	$
3	Tutor			$	$	$	$	$
Program Management and Administration								
4	Grant Coordinator	1		$25,000	$50,000	$50,000	$50,000	$175,000
5	Title			$	$	$	$	$
6	Title			$	$	$	$	$
Auxiliary								
7	Title			$	$	$	$	$
8	Title			$	$	$	$	$
9	Title			$	$	$	$	$
Other Employee Positions								
10	Grant Clerk	1		$17,500	$35,000	$35,000	$35,000	$122,500
11	Title			$	$	$	$	$
12	Title			$	$	$	$	$
13			Subtotal employee costs:	$292,500	$585,000	$585,000	$585,000	$2,047,500
Substitute, Extra-Duty Pay, Benefits Costs								
14	6112	Substitute pay ($100 a day x 50 teachers for 3 years of ongoing staff development)		$15,000	$50,000	$50,000	$50,000	$165,000
15	6119	Professional staff extra-duty pay ($25 an hour x 100 professional staff)		$40,000	$100,000	$100,000	$100,000	$340,000
16	6121	Support staff extra-duty pay(1.5 the hourly rate for 10 support staff members)		$10,000	$50,000	$50,000	$50,000	$160,000
17	6140	Employee benefits (Fringe Benefits)		$41,000	$95,100	$95,100	$95,100	$326,300
18	61XX	Employee stipends: Specify amounts and criteria to earn stipend: $1000 for successful completion of student enrichment program (30 teachers) with minimum of 1 absence, $2,000 tuition reimbursement for graduate courses in content core subject areas up to 10 teachers, $1000 stipend for attaining minimum of 42 hours professional development in content specific subject are		$144,178	$169,178	$169,178	$169,178	$651,712
19			Subtotal substitute, extra-duty, benefits costs	$250,178	$464,278	$464,278	$464,278	$1,643,012
20			Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):	$542,678	$1,049,278	$1,049,278	$1,049,278	$3,690,512

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

Schedule #8—Professional and Contracted Services (6200)					
County-district number or vendor ID: 108-912-045			Amendment # (for amendments only):		
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.					
Professional and Contracted Services Requiring Specific Approval					
Expense Item Description	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
6269 Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$	$	$	$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$	$	$	$
Professional and Contracted Services					
# — Description of Service and Purpose	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
1 Writing Camp Presenter for students	$5,000	$10,000	$10,000	$10,000	$35,000
2 Test Taking Strategies Camp Presenter for students	$5,000	$10,000	$10,000	$10,000	$35,000
3 Sp. Ed. Test Taking Strategies Camp Presenter for students	$5,000	$10,000	$10,000	$10,000	$35,000
4 Motivational Speakers/ Presenters for students and staff	$5,000	$10,000	$10,000	$10,000	$35,000
5 Martial Arts Instructor for enrichment extended day classes	$4,500	$10,000	$10,000	$10,000	$35,000
6 Professional Development in Differentiated Instruction	$5,500	$6,000	$6,000	$6,000	$22,500
7 Professional development in Cooperative Learning		$5,500	$5,500	$5,500	$22,000
8 Success For All Foundation Contract Services	$119,792.60	$44,990	$34,790	$34,790	$234,362.60
9 Technology Integration Trainings (Google and Apple Academies)	$20,000	$40,000	$40,000	$40,000	$140,000
10 Abydos Learning Professional Development	$10,000	$10,000	$10,000	$10,000	$40,000
11 Consultants in the core subject areas of math, science, history, and reading	$40,000	$40,000	$40,000	$40,000	$160,000
12	$	$	$	$	$
13	$	$	$	$	$
14	$	$	$	$	$
b. Subtotal of professional and contracted services:	$	$	$	$	$
c. Remaining 6200—Professional and contracted services that do not require specific approval:	$	$	$	$	$
(Sum of lines a, b, and c) Grand total	$224,792.60	$196,490.00	$186,290.00	$186,290.00	$793,862.60

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

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 108-912-045 | Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description					Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
Technology Hardware- not capitalized					$	$		$	$
#	Type	Purpose	Quantity	Unit Cost	$	$	$	$	$
	1							$	
63XX	2						$	$	
	3						$	$	
	4					$	$	$	$
	5					$	$	$	$
Technology Software- not capitalized					$	$	$	$	$
63XX	Specify type/purpose:				$	$	$	$	$
63XX	Textbooks/Curricular Materials (Teachers Pay Teachers and other interactive lessons)				$20,000	$20,000	$20,000	$20,000	$80,000
	Specify type/ purpose: To supplement current instructional programs and preparation materials for state assessment, STAAR Preparation Consumables				$	$	$	$	$
63XX	Supplies and materials to be used as student incentives				$10,000	10,000	10,000	$10,000	$40,000
	Specify type/ purpose: Reward students for attendance, academic success, academic improvement, student word counts, program participation (trophies, certificates, ribbons, plaques, board games, ipods, ipads, etc.)				$	$	$	$	$

Supplies and Materials that do not Require Specific Approval

	Expense Item Description	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6300	Supplies and materials that do not require specific approval:toner cartidges, jump drives, multi-media lamps, ipad covers, replacement keyboards, switches, Ethernet cables, headphones, enrichment class materials, school supplies, paints, brushes, etc.	$30,000	$30,000	$30,000	$30,000	$120,000
	Grand total:	$	$		$	

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RFA #701-16-105; SAS #198-17

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

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 108-912-045   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. (Staff will attend Differentiated Instruction National Conference, Lead Forward Summer Conference, Model Schools National Conference)	$30,000	$30,000	$30,000	$30,000	$120,000
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$	$	$	$	$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form. (Students will travel to: colleges and universities)	$50,000	$75,000	$75,000	$75,000	$275,000
6413	Stipends for non-employees other than those included in 6419	$	$	$	$	$
6419	Non-employee costs for conferences. Requires authorization in writing.	$	$	$	$	$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	$	$	$	$	$
64XX	Advisory council/committee travel or other expenses Specify name and purpose of council: Specify types of costs:	$	$	$	$	$
6495	Cost of membership in civic or community organizations Specify name and purpose of organization: Specify purpose of membership:	$	$	$	$	$
	Subtotal other operating costs requiring specific approval:	$80,000	$105,000	$105,000	$105,000	$395,000
	Remaining 6400—Other operating costs that do not require specific approval:	$	$	$	$	$
	Grand total:	$	$	$	$	$

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: 108-912-045

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	$	$	$	$	$
	66XX—Computing Devices, capitalized							
2	Chrome Books	420	$313	$65,730	$65,730	$	$	$131,460
3	Chromebook Charging Cart	14	$950	$6,650	$6,650	$	$	$13,300
4	64Gig Ipad Air 2	180	$573	$34,380	$34,380	$34,380	$	$103,140
5	Ipad Charging Cart	6	$1,500	$3,000	$3,000	$3,000	$	$9,000
6	Desktop Computers	40	$569	$11,380	$11,380	$	$	$22,760
7	IPEVO IS Magic Pens	10	$149	$745	$745	$	$	$1,490
8	Printers	10	$500	$5,000	$5,000	$5,000	$5,000	$20,000
9	Scanners	5	$500	$2,500	$2,500	$2,500	$2,500	$10,000
10	Color printer	5	$500	$2,500	$2,500	$2,500	$2,500	$10,000
11			$	$	$	$	$	$
12			$	$	$	$	$	$
13			$	$	$	$	$	$
	66XX—Equipment, furniture, or vehicles							
14	Adjustable Standing desk	50	$400	$20,000	$20,000	$20,000	$20,000	$80,000
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:			$151,885	$151,885	$67,380	$30,000	$401,150

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

Schedule #12—Demographics and Participants to Be Served with Grant Funds			
County-district number or vendor ID: 108-912-045		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	938		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American student enrollment	1	0.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic student enrollment	936	99.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White student enrollment	1	0.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian student enrollment	0	0.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged student enrollment	92.3	98.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP) student enrollment	497	53.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Special Education student enrollment	72	7.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	1206		2015 - 2016
Disciplinary placements in In-School Suspension	757		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	429		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in DAEP	20		2015-2016 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2015-2016 PEIMS report #425; code #C164
Attendance rate		94.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		N/A	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2016 standard, mathematics (standard accountability indicator)	705	85%	TEA 2016 Accountability Summary Report.
STAAR / EOC met 2016 standard, reading / ELA (standard accountability indicator)	556	66%	TEA 2016 Accountability Summary Report.
ACT and/or SAT- Class of 2015, percent students Tested		N/A	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2015, percent At/Above Criteria		N/A	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	N/A		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	N/A		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2014 enrolled in a Texas Institution of Higher Education (IHE)		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 108-912-045	Amendment # (for amendments only):

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

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

The demographics of our campus have changed in respect to the two subgroups that we need to specifically **target in Reading**. Our **Special Education counts** increased from **68** in 2015-2016 to **88** in 2016-2017. We have also experieced an **increase in** the number of **ELL** students. Our counts in 2015-2016 was **529**. This school year, 2016-2017, our count is **596**.

The last three accountability summary reports have shown a **steady performance rate** in reading at **69%** in 2014, **64%** in 2015, and **66%** in 2016. Although our performance rate has been pretty steady, our system safeguards data show that **our two target subgroups** are stll performing well **below the all** student population.

The performance of our **special education** students in reading **has been declining every year** from **45%** meeting the performance standard in 2014, to **26%** in 2015, to **18%** in 2016. Although our **ELL subgroup** has shown some improvement from **41%** in 2015 to **42%** in 2015 to **48%** in 2016, their **performance is still below the all student population** as well.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)			
County-district number or vendor ID: 108-912-045		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	83.2	100%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	63.1	75.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	9.1	10.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	4.0	4.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	7.0	8.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	1.0	1.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	55.4	87.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	5.0	7.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	1.7	2.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	2.0	3.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	12.7	20.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	16.7	26.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	20.0	31.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	11.7	18.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	45,000		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	47,138		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	50,535		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	53,819		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years Experience	64,663		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	0.0	0	
Staff with Bachelor's degree as highest level attained	56.5	89.4%	
Staff with Master's degree as highest level attained	6.7	10.6%	
Staff with Doctoral degree as highest level attained	0.0	0%	

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| Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.) ||
| County-district number or vendor ID: 108-912-045 | 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.

Our current staff demographics have changed this school year. In 6th grade Reading, we have 2 experienced teachers, a year three teacher and a first year teacher. In 7th grade reading we have a third year teacher and two first year teachers. In 8th grade, we currently have 2 experienced teachers in reading and 1 second year teacher. Given the lack of experience of 6 of 10 reading teachers this school year, we need additional support, professional development and coaching to our staff.

This year, we also have changes in our Special Education Department. We have a second year teacher in our Special Adjustment Unit. Additionally we have hired a fourth inclusion teacher because of the count increase in special education. The new hire is a first year teacher. These two new teachers will also need additional support, professional development, and coaching.

Staff Information	Campus Count/Average	Campus Percent
Total Staff	83.2	100.0%
Professional Staff:	76.2	91.6%
Teachers	63.1	75.9%
Professional Support	9.1	10.9%
Campus Administration (School Leadership)	4.0	4.8%
Educational Aides:	7.0	8.4%
Total Minority Staff:	78.1	93.8%
Teachers by Ethnicity and Sex:		
African American	1.0	1.6%
Hispanic	55.4	87.7%
White	5.0	7.9%
American Indian	0.0	0.0%
Asian	1.7	2.8%
Pacific Islander	0.0	0.0%
Two or More Races	0.0	0.0%
Males	22.1	34.9%
Females	41.1	65.1%
Teachers by Highest Degree Held:		
No Degree	0.0	0.0%
Bachelors	56.5	89.4%
Masters	6.7	10.6%
Doctorate	0.0	0.0%
Teachers by Years of Experience:		
Beginning Teachers	2.0	3.2%
1-5 Years Experience	12.7	20.0%
6-10 Years Experience	16.7	26.4%
11-20 Years Experience	20.0	31.7%
Over 20 Years Experience	11.7	18.6%
Number of Students per Teacher	14.9	n/a

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

County-district number or vendor ID: 108-912-045 | 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
							305	279	303					887

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
							35	36	33					104

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 108-912-045	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.

On August 29, 2016, the TTIPS campus committee met for the first time to review the TTIPS application, plan and shaft surveys for the campus needs assessment and establish a timeline for the different TTIPS activities that would follow; such as, information meetings, survey administration, data disaggregation, identification of campus needs, budgeting, etc. The TTIPS campus committee was comprised of the School Principal (Thomas Ocana), curriculum Facilitator (Diana Alvarez), librarian (Adelaida Martinez), Social Worker (Marivel Garcia), District Grant Coordinator (Maria Leal) and ESL Specialist (Irasema Gonzalez). The committee met subsequently on the following dates to complete the different tasks:

- Thursday, September 1, 2016 Review TTIPS Application School
- Monday, September 5, 2016 Develop CNA Surveys
- Tuesday, September 6, 2016 Develop CNA Surveys
- Friday, September 9, 2016 Survey Data Disaggregation
- Monday, September 12,2016 Survey Data Disaggregation
- Monday, September 19, 2016 Delineate Campus Needs
- Tuesday, September 20, 2016 Plan Activates to target areas of need
- Thursday, September 22, 2016 Plan/Develop the TTIPS Budget
- Friday, September 23, 2016 Plan/Develop the TTIPS Budget

The processes that we incorporated to identify the needs of our campus included three different surveys used to gather data from different stakeholders. The surveys that were administered included:
- 8 question parent survey administered on September 6, 2016.
- 8 question staff survey on September 7, 2016.
- 20 question student survey on September 8, 2016.
-
Information meetings were held in order to keep all the stakeholders informed on the proceeds and progress of the TTIPS Grant Application. The following meetings were held:
- Student Lunch Announcement, September 7, 2016.
- Parent Meeting, September 8, 2016.
- Site Based Decision Meeting (SBDM)/Campus Leadership Team (CILT) Committee Meetings, September 14, 2016.

After schoolwide campus needs assessment that surveyed staff, students, and parents was conducted, areas of need were identified. For staff: additional staff development, curriculum resources, technology resources, additional planning time, lower teacher/student ratio, extension of instructional time, professional conferences and opportunities for graduate studies in content area. For students: academic incentives, attendance incentives, educational fieldtrips, Saturday Camps, University campus visits, motivational speakers/presentations, extended day enrichment classes. For parents: family literacy nights, ESL Classes, GED classes, technology classes, and self-sufficiency classes. Based on the data gathered the TTIPS Campus Committee decided that a whole group Reform was the best model for our campus needs. Upon reviewing the identified campus needs, a list of needed items and resources was generated and budget allocations were made accordingly with the focus in Year 1 being the scheduling, planning and staff development in preparation for full implementation of grant initiatives in Year 2. Monies allotted will be utilized for purchasing of needed resources and equipment. TTIPS Grant personnel, including a grant coordinator, will be hired to oversee the management of the grant's budget, implementation of campus grant initiatives, and ensuring that reports and documentation are accurate following al statutory and TEA requirements. The Grant Coordinator will work collaboratively with the school principal.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 108-912-045	Amendment # (for amendments only):

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

☐ Transformation

    ☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

    ☐ with Rural LEA Flexibility modification

☒ Whole-School Reform

☐ Restart

☐ Closure

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

After reviewing the different models and their components with all stakeholders, Whole-School Reform was selected as the model we would follow if awarded the grant. Many factors were taken into account but we felt that dismissing our school principal was not an option.

Together, as a full staff, we are ready to take on the challenge as we partner up with Success for All Foundation to better improve the lives of our students. Success For All was selected because not only does it have research proven strategies to help our students academically, but also strategies to enrich the overall quality of life for them as well. SFA focuses on improving the ENTIRE child and not just their academics.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 108-912-045	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.

Families and community members were given the opportunity to be a part of the campus needs assessment and planning process as well.

During our meet the teacher event, parents completed an 8 question parent survey which afforded parents the opportunity to provide feedback. The school social worker, Mrs. Marivel Garcia, represented parents and community members on the campus TTIPS Committee, providing additional input and feedback, and keeping the lines of communication open with these stakeholders. Additionally, the community and parents were also represented on the SBDM Committee. During SBDM meeting held on September 14, 2016, all grant models were reviewed. Consensus was reached to participate in the whole-school model if the grant is awarded.

Upon selecting the Whole School Reform Model, all stakeholders, including parents and community members understood that the model implementation would be in partnership with a model developer. The success for all whole-school reform approach incorporates a family and community involvement component which will need the ongoing engagement and support of these stakeholder. Parents will be expected to participate in Chips and Chapters, supporting their children with reading and having discussions on books read. Parents will also be involved in a Home-based reinforcement position to provide positive reinforcement to students experiencing behavior difficulties at school. Community volunteers and agencies will also be solicited to help support campus initiatives delineated in the grant and to provide services to our families.

Additionally, parents will remain involved in the different activities that will be made available to them throughout the life of the grant. Some of these activities include: Family Literacy Nights, ESL Classes, GED Classes, Technology Classes, Self Sufficiency Classes, etc.

Parents and community members will remain involved in the planning and implementation of the grant as we periodically check for progress and make any necessary adjustments. Their input will be continuously solicited and taken upon consensus of TTIPS campus committee and the campus SBDM Committee.

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Schedule #14—Management Plan

County-district number or vendor ID: 108-912-045	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)	*Facilitate and oversee grant implementation *Work collaboratively with campus administration, grant coordinator, and school personnel, *Ensure all statutory and TEA requirements are met during grant implementation *Monitor the effectiveness of grant initiatives and update/ change as needed.	Minimum 3 years experience in campus administration, Master's Degree in Educational Leadership, standard principal certification
2.	Principal	*Work collaborativel with campus grant coordinator *Plan and implement grant activities and inititiatives * Ensure all statutory and TEA requirements are met during grant implementation, *Monitor the effectiveness of grant initiatives and update/ change as needed.	Minimum 3 years teaching experience, Master's Degree in Educational Leadership, standard principal certification, T-TESS/ T-PESS certifications
3.	Assistant Principals	*Work collaboratively with campus administration, campus grant coordinator, and school personnel *Monitor implementation of campus initiatives *Monitor the effectiveness of grant initiatives and update/ change as needed, *Assist teachers in measuring program progress through data analysis meetings	Minimum 3 years teaching experience, Master's Degree in Educational Leadership, standard principal certification, T-TESS certification
4.	Teachers	*Implement Success for All Reading Edge program with fidelity *Implement grant initiatives *Attend professional staff development provided *Assess and monitor student progress performance in reading *Promote and monitor student attendance	Bachelor's Degree, valid teaching certificate with required endorsements for specific assignemnts
5.	Grant Coordinator	*Facilitate and oversee grant implementation *Work collaboratively with campus administration, district grant coordinator, and school personnel, *Ensure all statutory and TEA requirements are met during grant implementation *Monitor the effectiveness of grant initiatives and update/ change as needed, *Develop and oversee grant budget and spending	Minimum 3 years teaching experience, Master's Degree in Educational Leadership, standard principal certification
6.	Grant Clerk	*Keep accurate documentation of all grant paperwork. *Submit purchase orders and other pertinent documentation in a timely manner, *Work collaboratively with campus administration, district grant coordinator, and school personnel	Minimum of high school diploma, 3 years experience, knowledge of basic computer skills, excellent communication skills, willing to work collaboratively with others, excellent interpersonal skills
7.	Instructional Strategists	*Implement Success for All Reading Edge program with fidelity *Implement grant initiatives, *Attend professional staff development provided, *Communicate and demonstrate research based instructional practices *Support and facilate professional development of teachers	Bachelor's Degree, valid teaching certificate with required endorsements for specific assignemnts
8.	Para-professionals/ Instructional Assistants	*Support teachers and students with grant initiatives	High school diploma, minimum 60 college hours, 3 years experience, knowledge of basic computer skills, excellent communication skills, willing to work collaboratively with others, excellent interpersonal skills

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Schedule #14—Management Plan (cont.)			
County-district number or vendor ID: 108-912-045		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.	Consultants in Academic Content	*Provide staff development for teachers *Develop educational guides *Provide instructional coaching for teachers *Modeling of student lessons	*Bachelor's degree in education or specific content area *Minimum 5 years teaching experience *Letter of recommendation from former clients
2.	Success For All	*Provide staff development for teachers *Develop educational guides *Provide instructional coaching for teachers *Modeling of student lessons	*Meets What Works Clearinghouse standards *Proven research based reading program *SIG approved *Model must be designed to improve academic achievement
3.	Abydos Learning Consultants	*Provide staff development for teachers *Develop educational guides *Provide instructional coaching for teachers *Modeling of student lessons	*Bachelor's degree in education or specific content area *Minimum 5 years teaching experience *Letter of recommendation from former clients
4.	Kagan Cooperative Learning Consultants	*Provide staff development for teachers *Develop educational guides *Provide instructional coaching for teachers *Modeling of student lessons	*Bachelor's degree in education or specific content area *Minimum 5 years teaching experience *Letter of recommendation from former clients
5.	Differentiated Instruction Consultants	*Provide staff development for teachers *Develop educational guides *Provide instructional coaching for teachers *Modeling of student lessons	*Bachelor's degree in education or specific content area *Minimum 5 years teaching experience *Letter of recommendation from former clients
6.			
7.			
8.			
9.			

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 108-912-045	Amendment # (for amendments only):

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

Prior to the grant implementation, a team of administrators and staff will be scheduled to visit campuses currently implementing the Success For All Reading Edge Program in order to be able to see the instructional components and practices being implemented. At the conclusion of these visits, presentations to all other stakeholders will be conducted in order to relate the information gathered and the successes experienced by these campuses which were visited. This, we feel, will help gain our stakeholders' commitment.

Furthermore, to ensure full and continued commitment of grant participants, the TTIPS grant committee and SBDM will meet periodically to review campus data and analyze the progress toward campus goals delineated in the grant application.

At these meetings, activity planning and necessary adjustments to initiatives would be made as well, following these activities:

Academic Performance and Quality Data
To monitor student academic performance, reports generated from: DMAC, Renaissance Learning, district benchmark exams, state STAAR exams, TELPAS scores and System 44 results will be reviewed at grade level, department, and faculty meetings to ensure continuous progress. After data disaggregtion, changes and interventions will be made to ensure academic improvement.

Leadership Effectiveness
To monitor leadership effectiveness, surveys of students, parents, and staff will be conducted.

Learning Time
To monitor learning time, grade level team leaders and assigned department adminstrators will keep sign-ins and agendas of weekly planning sessions. Lesson plans will be viewed and administrators' walk-throughs will be focused on bell to bell instruction.

Parent/ Community Involvement
To monitor parent/ community involvement, sign in sheets and parent logs will be kept to check attendance. To increase parental visits at the campus, parents will be surveyed for feedback on session agendas, topics covered, and delivery of information.

School Climate
To monitor school climate, surveys will be administered to students and staff to determine if scheduled extra/ co-curricular activities or classes are proving to be helpful academically and emotionally. Results will be reported to Campus Site Based Decision Making Committee and campus administration. Changes will be made to improve activities proving to be unsccessful.

Teacher Quality
To monitor teacher quality,previous year's students' performance on state assessments will be compared to the current year's totals to gauge the impact of instructional strategies and practices. Teacher surveys will help to gather data on professional development and its impact on teacher practices. Administrators will conduct walk-throughs and continue to coach teachers through reflective conferencing.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 108-912-045	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.

La Joya Independent School District will sustain campus reforms once the grant funding expires through the continuation of specific operating funds, professional development support, specific utilization of to-be-empowered staff, and embracing the newly established parental and community resources.

Through these reforms we will continue to have students maximizing their learning potential. What La Joya Independent School District will not sustain are positions currently brought in under this grant, such as the campus grant coordinator, grant teachers, support staff, district shepherd, book keeper, etc. Specific campus practices that will continue after the grant expires: Ann Richards Middle School will continue to look at data on a continual basis to ensure maximum learning potential is being met and to make needed changes as warranted to improve academic performance.

Parents and community members will continue to be an integral part of our school makeup and site based decision making committee. Flexible scheduling and precise instructionally focused calendar will be kept as a foundation on which teachers and staff can base their monitoring of instruction.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 108-912-045	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.

Stakeholders met during grade level, faculty,and SBDM meetings to establish academic target goals for the 2016 – 2017 school year. The process included a review of both data from the previous school year and data from beginning of the current school year. Stakeholders established the following academic goals for students in 6th, 7th, and 8th grades:

<u>Quantitative Goals</u>
- STAAR Reading assessment- 76% of all student population meeting Level II standard
- STAAR Reading assessment- 60% of ELL student population meeting Level II standard
- STAAR Reading assessment- 45% of Special Education student population meeting Level II standard
- Renaissance Learning STAR Reading Assessment- 80% of all student populations in grade 6 reaching a scale score of 560, grade 7 a scale score of 592, and grade 8 a scale score of 626.
- TELPAS state assessment- ELL students need to advance at least one proficiency level in their composite score
- Student Attendance Goal- 97% attendance

Additional qualitative data will be gathered through surveys, classroom observations and walk-throughs, and stakeholder input.

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.

In order to collect data , Ann Richards Middle School will utilize resources such as:

Renaissance Learning,	DMAC,	Compass Learning,
iStation, RTI,	LAS Links scores,	TELPAS,
PEIMS,	PBIS surveys,	Organizational Health Institute,
Surveys, and	locally developed evaluation tools,	

Ann Richards Middle School will form committees to collect needed reports available at the campus level. Grant coordinator will gather information or reports needed from LEA. Once the data has been collected at the campus, it will be disaggregated by the corresponding departments. For example, parent and community surveys will be dispersed to the social worker, Communities in Schools case worker, and committee members. Each data item will be compared to previous data to check and look for trends or differences. Trends or differences will be noted and possible reasons for differences will be identified. Next, summary of results will be shared with the corresponding campus administrators and grant coordinator. The results will be reported to the campus SBDM committee so that additional input and feedback will be collected. The data directly related to instruction will be analyzed and shared with teachers during grade level and faculty meetings. Planning time will then be focused on writing curriculum to address specified issues so that instruction can be more intentional and fully address student needs. Administrators and department heads will monitor the implementation of these changes and monitor the departments to ensure that the data is influencing instruction. This will be an ongoing process to ensure that continuous improvement occurs in all areas. This process will occur on a monthly basis for areas not involving instruction. Those will occur on a six weeks basis. Every data item collected will be disaggregated, given to the proper departments, monitored for positive impact on student learning, and ongoing to ensure sustainability and improvement.

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Schedule #15—Project Evaluation (cont.)	
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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

Campus teachers and staff will come together and review campus data for the previous school year. Staff will be surveyed on current practices and procedures that helped get our campus to the place we are currently at. Staff will be surveyed on whether the implemented practices were beneficial or detrimental to student learning. Next, a team of staff will visit other campuses implementing the transformational model and report to home campus staff what practices are making the greatest impact on student learning at sites visited. The team would then make recommendations as to needed changes in practices, programs, scheduling, and/ or classroom procedures they feel would improve student academic success. Finally, stakeholders will make the decision as to what procedures and programs would be implemented that would have the greatest impact on raising academic achievement.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 108-912-045	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.

A rigorous process will be implemented for the recruitment screening and selection of external providers. TTIPS campus committee, in conjuction with the campus SBDM, will partake in the screening and selection process. The process will be public to all stakeholders. This process will ensure objective decisions and input from all stakeholders.

Recommendations for at least 5 external providers will be reviewed during the selection process.

Qualified providers will need to provide a record of consulting experience with a minimum of 3 letters of recommendation from previous employers.

The committee will analyze the evidence of success particularly with the demographics and academic needs similar to our campus.

The final selection of external providers will occur upon review of data provided and selection criteria is met.

Through the consensus of all stakeholders and with the providers clear understanding of the campus's vision, missiom, and goals, the contractual agreement will be signed. The contract shall include clear roles and responsibilities of the external provider provided.

Goals for performance and a timeline will be required in the contract.

External providers will also be expected to follow all district guidelines and protocols.

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

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

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

External providers will be overseen by the campus TTIPS grant committee, in conjuction with the campus SBDM committee.

Reviews of external provider's services and performance will be conducted on a quarterly basis.

Data such as 6 weeks exams, common assessments, district benchmark exams, attendance reports, TELPAS benchmarks, Renaissance Learning STAR Reading Growth Reports, teacher feedback, and professional development surveys will be utilized to evaluate provider's services.

Based on the information gathered though the data instruements, reflective conferences will be conducted with external providers. Corrective actions and expectations will be discussed if needed.

If after reflective conference, performance targets are still not being met and/ or campus dissatisfied with services being provided, contract will be canceled and next qualified external provider will be contacted.

Additionally if the provider does not adhere to any contract components, services/ contract will be terminated.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from February 1, 2017-July 31, 2017. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	After-School Enrichment Classes to help with daily attendance: Baking, Martial Arts, Aerobics, Crafting, Photoshop, Moviemaker, Chuckwagon Cooking,
2.	Staff Development: Google Academy, Apple Academy, Differentiated Instruction, Abydos Reading Writing, Cooperative Learning, Success For All Curriculum
3.	Staff In-State & Out of State Conferences: Cooperative Learning National Conference, Differentiated Instruction National Conference, Model Schools Conference, Abydos Conference
4.	University Field Trips to encourage students to encourage them to be college and career ready: 2 and 4 year college and universities
5.	Self-Sufficiency Classes for Parents: Nutrition, Baking, Basic Computer Information/ Skills, Welding, Woodworking
6.	Parent Book Club: Book Club is for parents and community members
7.	Academic Content Area Consultants in Reading, Math, Science, and Social Studies
8.	Chrome Books with charging carts
9.	Ipads with charging carts
10.	Summer Academy for ELL students: All ELL students in current 6th and 7th grade as well as incoming 6th grade students will attend a summer academy focusing on English language learning.
11.	Saturday Instructional Camps
12.	
13.	
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20.	

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

Currently, goals and initiatives have been planned for this school year. Goals in reading for all students, special ed, and ELL have been established as previously have been listed. Goals and initiatives for attendance have also been established. To help attain these goals, scheduling practices at the campus level have changed.

In 6th Grade reading, a 90 minute block scheduling has been incorporated into the instructional day. Students have also been scheduled by ability using performance color bands for parts of the instructional day to allow for differentiated instruction.

In 7th Grade, periods have been extended by 20 minutes to extend instructional time for each core area. Three writing teachers have also been added, to help prepare students to the STAAR writing assessment.

In 8th Grade, periods have been extended by 30 minutes to extend instructional time for each core area.

An ESL Specialist position was added, which allows weekly Sheltered Instruction Component Training for teachers to implement with ELL subgroup.

In addition, the ESL Specialist is serving as a SIOP coach working alongside teachers to help plan and provide feedback with a goal of strengthening effective teaching practices with all students, particularly the ELL population.

Weekly PLC meetings with a focus on lesson planning have been initiated where the SEAL process is utilized to plan rigorous and engaging lessons for students.

Instructional Rounds which afford teachers the opportunities to see best practices in action, are being conducted periodically.

Because of the amount of new or inexperienced teachers at the campus this year, a new teacher academy has been established to help support and train teacher in different areas, such as, establishing classroom procedures and practices, managing discipline, and planning engaging lessons.

If we were awarded the TTIPS Grant, we would continue with our existing initiatives, but we would be able to supplement and provide additional resources, professional development through the TTIPS budget.

It would give us the opportunity to implement the Success For All Reading Edge program for Middle school to help increase student performance in reading for all students, sp. Ed. Students, and the ELL subgroup. The TTIPS Funding would also allow us to provide additional support and programs for parents in the community.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 5: Principal Replacement

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

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

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

Name of principal who will be in place through the implementation of the model:	N/A
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	N/A

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Statutory Requirement 6: Rural LEA Flexibility

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

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

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

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

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

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

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

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

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

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	N/A
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	N/A
Describe how the evaluation system was developed with teacher and principal involvement:	N/A

Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 8: Educator Reward and Removal

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

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

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

Describe the rewards available for educators who have increased student achievement in implementing the model:	N/A
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	N/A
Describe the criteria established for educator removal:	N/A

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

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

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

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

Through the Success For All Foundation and their research proven strategies for solutions that focus on the total learner, we will introduce the Getting Along Together (GAT) program for our middle school students.

GAT is introduce early in the school year, teaching students to think critically, solve problems and work cooperatively. Through literature based lessons, introducing strategies for conflict resolution, and teachers guide students in learning how to work together effectively. Throughout the years, students' issues are addressed by setting expectations and rewarding positive peer interactions. The school and SFA work together to design a customized schoolwide behavior management plan, based on discipline referrals, suspension records, teacher surveys and other particular requirements.

The approach includes behavior tracking mechanisms, proactive behavior management, workshops and end of year reviews.

Through the extended day enrichment program students will be able to participate in non-academic activites that will help build their social-emotional well being. Students will be able to socialize with each other, while engaged in high interest activites.

Parents and community members are invited to attend colonia meetings as well as meetings at the campus level. Parents and community members have options to attend self-sufficiency classes, GED classes, as well as Make and Take sessions that will help them help their children learn.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.	N/A
Indicate if the campus will partner with community-based provider or off-site campus to deliver key components of the model; such as staffing or facilities needed to deliver a grade-level or other educational program.

If such a partnership will exist, describe how the campus and LEA will ensure all students benefitting from the grant are enrolled at the eligible grantee campus. | N/A |

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

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

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

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

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

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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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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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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:	Success For All Foundation
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	Success for All Elementary Schools in Texas Gain on TAKS – Reading Texas elementary schools implementing Success for All made significant gains on the Texas Assessment of Knowledge and Skills (TAKS) – Reading scale. From 2003 to 2010, Texas elementary schools implementing Success for All had a 4.5 percentage-point increase in the number of students in grades 3–5 who met standards. Other Texas schools gained 0.8 percentage points. For the 2009–2010 school year, 100 percent of Success for All schools made AYP vs. 85 percent of otherTexas schools. A Whole-School Reform Reading program, Reading Edge, is available through Success for All for middle schools. Reading Edge has shown similar results in strenghthening students' reading skills. A meta-analysis of research on twenty-nine models categorized Success for All as one of only three programs with the "Strongest Evidence of Effectiveness." (Borman, Hewes, Overman, and Brown 2003)
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.	Success for All was evaluated in a three-year randomized control trial, the "gold standard" of research, funded by the U.S. Department of Education between 2002 and 2006. Students in Success for All schools achieved at significantly higher levels than similar students in control schools. The difference in only three years was enough to cut the black-white achievement gap in half. (Borman, Slavin, Cheung, Chamberlain, Madden, and Chambers 2007) In a series of studies involving more than 6,000 students over 10 years, students in Success for All schools were on average a full grade level ahead of students in similar control schools by fifth grade. This difference was maintained during middle school even though the intervention was finished. (Borman and Hewes 2002) Research on the Success for All middle school program was reviewed by the federally funded What Works Clearinghouse. No middle school program was given a higher rating for research quality and effectiveness. (Chamberlain, Daniels, Madden, and Slavin 2007) A five-year randomized evaluation of Success for All was conducted under federal i3 funding. Results found students in Success for All gained more than matched controls in reading. (Quint, J. C., Zhu, P., Balu, R., Rappaport, S., & DeLaurentis, M. 2015) University of Michigan researchers evaluated Success for All as part of a study in instructional improvement and found positive effects of Success for All in comparison to other whole school reform programs and a control group. (Cheung and Slavin 2016)

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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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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: 108-912-045 | 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.	Implement Success For All Foundation's Reading Edge Program	$234,362.60 for 4 year implementation of program
2.	Professional Development in Math, Reading, Science, and Social Studies	$160,000 for 4 consultants for 4 years ($10,000 a year per consultant)
3.	Professional Development in Abydos Reading and Writing Integration and Differentiated Instruction	$40,000 ($10,000 a year for 4 years)for professional development $5,000 for staff attendance at Abydos Learning Conference $22,500 for 4 years of staff development for Abydos $10,000 for staff attendance at Differentiated Instruction national conference
4.	Hire 10 additional teachers to support the following areas: Writing instruction focusing on ELL and special education populations as well lowering the teacher/ student ratio	$500,000 per year ($50,000 x 10 teachers)
5.	Data Disaggragation and Instructional PlanningTime during the school day	$100 a day for substitute teachers x 50 teachers once every 6 weeks

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

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108-912-045 | 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. Instructional Coaching and Instructional Rounds	Success For All program has an instructional coach and a facilitator, both of which will be responsible for conducting instructional rounds and instructional coaching. Funding has already been allotted under the Success For All program. $100 a day x # of teachers to hire substitute teachers so teachers can conduct instructional rounds
2. First Year Teacher Academies	$150 x # of sessions per calendar year for trainers
3. Graduate studies towards a Master's Degree in core content area	$2,000 tuition reimbursement per semester
4. Professional Conference Attendance	Out of State conferences – $4,000 per staff member In state conferences –$1,000 per staff member
5. Stipends for Continued Professional Development	$1,000 per staff member for 42 continued professional development hours

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108-912-045 | Amendment # (for amendments only):

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

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

Use Arial font, no smaller than 10 point.

Critical Success Factor:	Increase Leadership Effectiveness	
	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	Attendance at Professional Leadership Conferences	$3,000 per administrator (4) per conference: Model Schools National Conference, Learningforward Conference
2.	Professional Development	$1,000 for 42 hours of professional development
3.	Graduate studies towards a Master's Degree in core content area	$2,000 tuition reimbursement for graduate courses
4.	Visits to camuses implementing SFA program	$1,500 per staff member

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108-912-045

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. Data Analysis, Growth Charts, and Index Analysis	$4,000 for staff attendance at Region 1 Education Service Center trainings
2. Meetings with Professional Service Provider (PSP) to improve knowledge on state indexes and safeguards.	$800 a day for 6 days, once per 6 weeks
3. Additional planning to time by content area department, once per 6 weeks	$100 for substitute teachers x # of teachers planning
4. Staff development on Lead 4Ward	$3,000 per staff member attending conference
5.	

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108-912-045 | 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.	Extended Day enrichment classes after school	$25 an hour x 20 teachers minimum 2 days a week
2.	Extended Year Summer Academy for ELL students	$25 an hour per teacher x # of teachers needed $6,000 for transportation $2,000 for Instructional Field trips
3.	Saturday Instructional/ Enrichment Camps	$25 an hour x 20 teachers minimum of 3 times a year $500 per camp for needed supplies and materials
4.		
5.		

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108-912-045   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.	Family Literacy Nights	$500 each night to purchase paperback books, snacks, and craft supplies for the reading/ writing connection
2.	Self-Sufficiency Classes	$25 an hour x # of teachers/ staff/ administrators $500 for materials for each class
3.	Open A.R.M.S. Campus Events	$1000 per event for needed supplies, snacks, and additional personnel such as custodians, administration, and security guards after school hours (National Hispanic Heritage Celebration, school jamaicas, Open House, Meet the Teacher Night)
4.	Principal's Parent Round Table	Parents and principal meet once a month to discuss school activities, upcoming scheduled events, and to give input on campus decisions. $100 per meeting
5.	GED, ESL, and Basic Computer Skills Classes	$25 an hour x # of teachers/ staff/ administrators $500 for materials for each class

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108-912-045   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.
- 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.	Recognitions for job performance for students and staff	$200 a month for certificates, school supply vouchers, trophies, plaques, and othe incentives
2.	Team Building Activities for both students and staff	$200 a month for materials and supplies
3.	Motivational speakers to focus on character development and positive self-image	$3000 for speaker/ presenter
4.	Provide needed resources for extended day programs	$20,000 for Extended Day enrichment class materials
5.	Increase on-campus student incentives such as but not limited to: afterschool movie, school dance, bounce and play inflatables, video game van	$1,000 per scheduled event

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 108-912-045	Amendment number (for amendments only):

No Barriers

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

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: 108-912-045		Amendment number (for amendments only):	

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

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

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: 108-912-045	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: 108-912-045	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: 108-912-045	Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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	Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: 108-912-045		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	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 108-912-045		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	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

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

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