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: *(Place date stamp 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	
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 #
Santa Maria Independent School District	031-913	Santa Maria High School/001	

Vendor ID #	ESC Region #	DUNS #
1746002267	1	836341222

Mailing address	City	State	ZIP Code
PO Box 448	Santa Maria	TX	78592-

Primary Contact

First name	M.I.	Last name	Title
Maria	J.	Chavez	Superintendent

Telephone #	Email address	FAX #
956-514-6308	mchavez@smisd.net	956-565-4422

Secondary Contact

First name	M.I.	Last name	Title
Cindy		Taylor	Principal

Telephone #	Email address	FAX #
956-565-9144	cindytaylor@smisd.net	956-514-1968

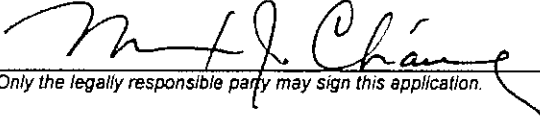### Part 2: Certification and Incorporation

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
Maria	J.	Chavez	Superintendent

Telephone #	Email address	FAX #
956-514-6308	mchavez@smisd.net	956-565-4422

Signature (blue ink preferred)   Date signed

[signature]   9/27/16

Only the legally responsible party may sign this application.

701-16-105-048

Schedule #1—General Information	
County-district number or vendor ID: 031913	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: 031913	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: 031913	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 comparableacross 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:
   o improvement in school leadership
   o improvement in teaching and learning in academic content areas
   o professional learning for educators
   o student non-academic supports
In doing so, the LEA/campus will implement the following:
1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.
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.
   (B) By TTIPS second year of full-implementation (Fall 2018), have curriculum in place that enables

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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 anelementary school and in accordance with the following federal and state requirements: 1. Implement in an elementary schoolthat 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: (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;

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    (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.

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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:

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;

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

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

| 11. | The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform Model**, the campus will meet all of the following federal requirements:

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

	(C) Non-academic supports for students (D) Family and community engagement

12.	The LEA/campus provides assurance that if it selects to implement the **Restart Model**, the campus will meet all of the following federal requirements:
	   1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.
	   2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school as shown through an assessment of schools, currently operated by the CMO or EMO, that have produced strong results over the last three years. This is indicated by:
	      (A) significant improvement in academic achievement
	      (B) success in closing achievement gaps either within a school or relative to other public schools
	      (C) High school graduation rates
	      (D) No significant compliance issues in the areas of civil rights, financial management and student safety.
	   3. Enroll, within the grades it serves, any former student who wishes to attend the school.
	If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.

13.	The LEA/campus provides assurance that if it selects to implement the **Closure Model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that rural LEAs are eligible to propose a modification to an element of the Transformation or Turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **rural LEA applicant** may propose to modify one element of the Transformation or Turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html
15.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
16.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. If it is determined by TEA that federal requirements will not be met through the proposed program, these negotiations may include additional clarifications and modifications to activities, budget, and performance targets proposed.
17.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
18.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.

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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 #5—Program Executive Summary	
County-district number or vendor ID: 031913	Amendment # (for amendments only):

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

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

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

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

The Santa Maria Independent School District's *Dream, Believe, Achieve...Together...Cougars for Academic Excellence* has been the district's roadmap to success. A statement of SMISD's instructional and operational philosophy to provide a learning environment that encourages and prepares all students to become life-long learners, college and career ready and work ready...student success first. Our commitment to focusing all of its resources on students and schools to achieve higer level of student achievement and financial stability. The district is establishing critical decision-making and accountability at the campus level and providing an environment for every student and employee where student learning is a priority and employees are result driven. Our community stakeholders are respected partners and are considered in the education process. SMISD is responsible and accountable to our community members and employees through recruitment, retention and professional development opportunities. The district will work on ensuring that our students are seved by higly qualified teachers.

With signature programs in the fields of Business and Industry, Public Services, Arts and Humanities, Multidisciplinary Studies and STEM program opportunities and with unprecedented connections to businesses that surround our region, our campuses are preparing students to enter the world of work. SMISD recognizes the need to provide high quality instructional programs leading to Early College Readiness, science and technology, high paying career preparation where all students will graduate with at least 15 college credit hours and/or technical licenses. The need to instill in students the skills they will need to be successful after high school, in college and in the workplace will allow our students to compete in today's global economy. SMISD students will be leaders who will lead by example, are productive, skilled in their area of study, critical thinkers and responsible decision makers.

SMISD has embraced concept of an early college high school. In addition to earning their high school diplomas, our students also may earn associate's degrees across a variety of subjects. SMISD is committed to providing an opportunity for students to get a head start on their college aspirations, as well as save money on college tuition. An ECHS will be a benefit our student population.

The district and campus have the organizational structure and capacity to develop and implement this proposed project. The district will utilize existing resources within the district to provide leadership support to our campus personnel that will iimplement the grant project. District support staff has the qualifications and experience to provide oversight of the project. The campus principal also has ECHS qualifications and experience to implement this program. She was the principal of a early college high school; having served as a Counselor and as the Director for four years. She has shared her expertise and support to high school principals across the district.

Communication structures are in place through meetings to provide critical means of connecting district personnel, parents, students and the commuinity to the efforts of SMISD becoming the district of choice.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 031913	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.

With the grant funding the SMISD will pursue the designation as a Texas Early College High School (ECHS), with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of Texas Title I Priority School (TTIPS) grant implementation period: Fall 2018. The Early College model will be implemented with fidelity in all areas and for all students. Santa Maria High School will partner with Institutions of Higher Education (IHE) to take advantage of their specific expertise and connections with four-year Universities that extend the programming and credits earned at the IHE. Santa Maria High School will give traditionally underserved students the opportunity to ear 60 credit hours towards an associate's degree while attaining the necessary high school credits to complete their diploma at no cost to the students and family.

The implementation of the early college model will expand the school's innovative model that will enable students to fulfill high school graduation requirements while simultaneously earning valuable industry certifications, college credits, and an Degree by August after their senior year. It will create opportunities for college and career readiness where students will gain knowledge and skills to be successful. Students who are at-risk will no longer have the impression that college is unrealistic and will be empowered to either pursue a path into colleges or move directly into the workforce.

SMHS will continue to collaborate with our local community college and will start a partnership to connect the campus with their college and career paths. The college and career paths will include the fields of Business and Industry, Public Services, Arts and Humanities, Multidisciplinary Studies and STEM program opportunities. The Master Schedule will be changed to place students in their career of choice. Time for PLCs will be provided to meet for planning and discussion of student's needs.

Students entering SMHS will be provided with a summer bridge program which will include visits to local IHE's involved in the Early College programming and participate in TSI preparation followed by administration of the TSI. Ninth grade students will participate in an study skills course and take pre-requisite college skill building courses offered by the IHE partners. Provided successful measures on the TSI and completion of the college skill building course, students will be offered both high school and college coursework during the summer to advance their pace toward the full 60 credit hours for a degree; note that this will be offered in subsequent summers through graduation. Tenth grade students will be offered 1-3 courses per semester which will include dual credit courses in either the core academic or career technical education areas. Eleventh grade students will be offered 1-4 courses per semester. Twelfth grade students will participate in a college seminar course to support application to college and attainment of funding through scholarships, grants, and financial aid, as well as 1-4 college courses.

Students will be supported academically through both in-class tutoring, which would include individual and small group pull-outs, and after-school and Saturday Academies by classroom teachers. Additional support will be provided in our Go Center, where they will be with a certified teacher and a College and Career Readiness Facilitator who will help them review their syllabi, create calendars, and create study groups. Social/emotional support will be provided by assigned the counselor who will connect community organizations and groups to provide necessary services depending on individual student's needs. Mentorship programs in both the academic and social/emotional arenas will also be provided by both district and external organizations.

Each school year students will be exposed to colleges and universities. Ninth graders will visit each of the IHE's involved in the program, tenth graders will visit local colleges, eleventh graders will visit various universities, and twelfth graders will be provided opportunities to attend college summer camps or institutes and conduct college visitations during the school year. Additionally, students will be provided the opportunity to attend student leadership conferences with other Early College students .

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 031913

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	$477750	$0	$1000950	$0	$1000950	$0	$1000950	$0	$3480600
Schedule #8	Professional and Contracted Services (6200)	6200	$30000	$0	$420000	$0	$420000	$0	$420000	$0	$1290000
Schedule #9	Supplies and Materials (6300)	6300	$108032	$0	$233000	$0	$233000	$0	$233000	$0	$807032
Schedule #10	Other Operating Costs (6400)	6400	$75000	$0	$106000	$0	$106000	$0	$106000	$0	$393000
Schedule #11	Capital Outlay (6600)	6600	$632500	$0	$73128	$0	$20000	$0	$20000	$0	$475628
Consolidate Administrative Funds	☐ Yes ☐ No										
	Total direct costs:		$1323282	$0	$1833078	$0	$1833078	$0	$1833078	$0	$5172516
	Percentage% indirect costs (see note):		N/A		N/A		N/A		N/A		$0
	Grand total of budgeted costs (add all entries in each column):		$1323282	$0	$1833078	$0	$1833078	$0	$1833078	$0	$5172516

Administrative Cost Calculation

Enter the total grant amount requested:	$5172516
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:	$258626

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: 031913   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	5		$75000	$270000	$270000	$270000	$1155000
2	Title			$	$	$	$	$
3	Title			$	$	$	$	$
Program Management and Administration								
4	Dean of Instrucation	1		$40500	$81000	$81000	$81000	$364,500
5	Grant Administrator	1		$33250	$66500	$66500	$66500	$299,250
6	College Access Coordinator		1	$31000	$62000	$62000	$62000	$279000
Auxiliary								
7	Title			$	$	$	$	$
8	Title			$	$	$	$	$
9	Title			$	$	$	$	$
Other Employee Positions								
10	Title			$	$	$	$	$
11	Title			$	$	$	$	$
12	Title			$	$	$	$	$
13				$	$	$	$	$
	Subtotal employee costs:			$179750	$479500	$479500	$479500	$1618250.00
Substitute, Extra-Duty Pay, Benefits Costs								
14	6112 Substitute pay			$25000	$25000	$25000	$25000	$100000
15	6119 Professional staff extra-duty pay			$150000	$300000	$300000	$300000	$1050000
16	6121 Support staff extra-duty pay			$20000	$20000	$20000	$20000	$80000
17	6140 Employee benefits			$55000	$128450	$128450	$128450	$440350
18	61XX Employee stipends			$48000	$48000	$48000	$48000	$192000
	Specify amounts and criteria to earn stipend:							
19	Subtotal substitute, extra-duty, benefits costs			$298000	$521450	$521450	$521450	$521450
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$477750	$1000950	$1000950	$1000950	$1000950

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

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 031913 | 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	Dropout prevention organization to provide social services to students in support of their progress through high school graduation	$0	$90000	$90000	$90000	$270000
2	Tutoring for students during the school day to allow for small group pullouts in class	$0	$75000	$75000	$75000	$225000
3	College Readiness Provider	$0	$50000	$50000	$50000	$150000
4	ECHS Consultant	$30000	$30000	$30000	$30000	$120000
5	Partnership with IHE to provide dual credit and other classes	$0	$150000	$150000	$150000	$450000
6	Online access codes to provide textbooks to students at no cost and to renew online access codes for previously purchased textbooks	$0	$25000	$25000	$25000	$75000
7		$	$	$	$	$
8		$	$	$	$	$
9		$	$	$	$	$
10		$	$	$	$	$
11		$	$	$	$	$
12		$	$	$	$	$
13		$	$	$	$	$
14		$	$	$	$	$
b.	Subtotal of professional and contracted services:	$30000	$420000	$420000	$420000	$1290000
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$0	$0	$0	$0	$0
	(Sum of lines a, b, and c) Grand total	$30000	$420000	$420000	$420000	$1290000

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 #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 031913	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					
63XX	1				$	$	$	$	$
	2				$	$	$	$	$
	3				$	$	$	$	$
	4				$	$	$	$	$
	5				$	$	$	$	$
Technology Software- not capitalized					$	$50000	$50000	$50000	$150000
63XX	Specify type/purpose:				$	$	$	$	$
Textbooks/Curricular Materials					$	$	$	$	$
63XX	Specify type/ purpose:				$	$	$	$	$
Supplies and materials to be used as student incentives					$	$	$	$	$
63XX	Specify type/ purpose:				$	$	$	$	$

Supplies and Materials that do not Require Specific Approval

					Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6300	Supplies and materials that do not require specific approval:				$108032	$183000	$183000	$183000	$657032
				Grand total:	$108032	$233000	$233000	$233000	$807032

For budgeting assistance, seethe Allowable Cost and Budgeting Guidance section of the Division of Grants AdministrationAdministering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 031913

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.	$	$	$	$	$
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$	$	$	$	$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	$	$	$	$	$
6413	Stipends for non-employees other than those included in 6419	$	$	$	$	$
6419	Non-employee costs for conferences. Requires authorization in writing.	$	$	$	$	$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	$	$	$	$	$
64XX	Advisory council/committee travel or other expenses Specify name and purpose of council: Specify types of costs:	$	$	$	$	$
6495	Cost of membership in civic or community organizations Specify name and purpose of organization: Specify purpose of membership:	$	$	$	$	$
	Subtotal other operating costs requiring specific approval:	$	$	$	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$75000	$106000	$106000	$106000	$393000
	Grand total:	$75000	$106000	$106000	$106000	$393000

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)

Amendment number (for amendments only):

County-District Number or Vendor ID: 031913

#	Description and Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6669—Library Books and Media (capitalized and controlled by library)								
1	Library Books and e-Books	N/A	N/A	$10000	$73128	$20000	$20000	$123128
66XX—Computing Devices, capitalized								
2	Transportation Logistics Simulator lab Transportation Simulator Lab will include multiple computer screens, hard drives, software updates, and mechanical equipment to simulate actual movement of materials from vehicle to vehicle	1	$100000	$100000	$0	$0	$0	$100000
3	Tablet Computer Carts with 30 each for instruction	5	$16500	$82500	$0	$0	$0	$82500
4	3-D Printers to suooort Engineering and CADS classes	2	$10000	$20000	$0	$0	$0	$20000
5	A teleconferencing system for distance communication Teleconferencing system will be used in a classroom setting for college classes where the teacher cannot be on campus and classes are done via Distance Learnina.	1	$150000	$150000	$0	$0	$0	$150000
7			$	$	$	$	$	$
66XX—Software, capitalized								
8			$	$	$	$	$	$
9			$	$	$	$	$	$
66XX—Equipment, furniture, or vehicles								
10			$	$	$	$	$	$
11			$	$	$	$	$	$
6XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)								
12			$	$	$	$	$	$
	Grand total:		$	$362500	$73128	$20000	$20000	$475628

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Schedule #12—Demographics and Participants to Be Served with Grant Funds			
County-district number or vendor ID: 031913		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	203		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American student enrollment	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic student enrollment	200	99%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White student enrollment	2	.99%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asianstudent enrollment	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged student enrollment	193	95%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP) student enrollment	42	21%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Special Education student enrollment	14	6.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	9		
Disciplinary placements in In-School Suspension	2		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	4		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in DAEP	3		2015-2016 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2015-2016 PEIMS report #425; code #C164
Attendance rate		%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2016 standard, mathematics (standard accountability indicator)	6	19%	TEA 2016 Accountability Summary Report.
STAAR / EOC met 2016 standard, reading / ELA (standard accountability indicator)	10	19%	TEA 2016 Accountability Summary Report.
ACT and/or SAT- Class of 2015, percent students Tested		%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2015, percent At/Above Criteria		%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	16.8		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	1170		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2014 enrolled in a Texas Institution of Higher Education (IHE)		%	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: 031913	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.

Santa Maria High School is a Title I Campus that serves five surrounding neighborhoods. The campus is located in Santa Maria near the southwest corner of Cameron County. The community is about one mile north of the Rio Grande, which forms the Mexico-United States border.

The community is about one mile north of the Rio Grande, which forms the Mexico–United States border where a high number of students under eighteen living below poverty. It is documented by the United States Census Bureau that the median income for a household is $16,917, and the median income for a family is $18,750. Males had a median income of $13,889 versus $13,250 for females. The per capita income is $5,794. About 39.9% of families and 47.2% of the population are below the poverty line, including 66.4% of those under age 18 and 14.3% of those age 65 or over. The students that will be served with the TTIPS grant in Santa Maria High School are in need of a transformational educational approach and deserve to have a quality education regardless of the external factors that may sometimes impede their education.

The campus demographics are 94.4% Economically Disadvantage, 77.7% At Risk, 100% Free and reduced Lunch eligible. There are numerous external factors and academic challenges that continue to impact successful performance by the Santa Maria High School students. Some external factors that hinder the success of the students are low income households, lack of economic opportunity for students' families, minimal access to libraries, museums, and other institutions that support students' development and time family members are able to devote to support and reinforce learning.

The TIIPS grant will assist Santa Maria High School to meet the academic needs and equip our students with skills and knowledge needed for college and career readiness. Student will receive their dual credit hours during the regular school day within their four year high school career. This will eliminate students needing transportation to a college or having to obtain 60 college credits after high school graduation. Our ECHS Model will prepare our students to advance into a Bachelor Degree Program or enter into the workforce with the credentials to obtain an entry level position.

Through the TTIPS grant our students will become career ready at the completion of high school. SMHS students attending the Early College High School Model will be provided with the opportunity to change their family's current living situation. An associate's degree will increase the opportunities for employment for all students that attend campus.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)			
County-district number or vendor ID: 031913		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	29		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	22	75.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	1	3.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	1	3.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	5	17.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	27.1	93.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	1.9	6.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	1.6	7.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	7.7	35.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	2.5	11.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	7.2	32.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	3.0	13.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	35,529		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	37,623		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	45,136		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	48,942		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years Experience	53,483		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	0	0%	
Staff with Bachelor's degree as highest level attained	15.5	70.6%	
Staff with Master's degree as highest level attained	6.5	29.4%	
Staff with Doctoral degree as highest level attained	0	0%	

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 031913	Amendment # (for amendments only):

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

The staff at Santa Maria High School is a very diverse staff. Almost fifty percent of our staff came from jobs outside education and entered education through different alternative education programs. The Early College High School Model with the incorporation of Career and Technical education is something that they truly will embrace. Three employees are alumni of the school, attending at various times. Out of our twenty-four teachers, 4.8% hold Master's Degrees. Additionally, all of our Career and Technical Education teachers can teach articulated classes given a wealth of experience in their particular fields. This will enable the school to support our students with teachers currently on campus who have already built relationships with them. Finally, over seventy-five percent of our staff members grew up in low socioeconomic lifestyles as children, thus they see the true value in offering our students the opportunity to gain college credit and experiences before setting out on their own.

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

County-district number or vendor ID: 031913 | 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
										53	54	57	39	203

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
										6	6	6	6	24

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 031913	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.

A data analysis using district State Accountability reports revealed many of our students are deficient in the literacy skills necessary to become successful readers. In fact, the 2015 STAAR End of Course(EOC) English I and English II scores for all students at SMHS dropped 28% English I and 7% English II, while scores for At-Risk learners fell to 14% English I and 2% English II. Economically Disadvantaged students scored 27% lower on STAAR EOC English I and 8% lower on STAAR EOC English II than the previous year. Special Education students scored more than 14% lower English I and 17% lower English II than general education students; only 33% met the minimum expectations for English I EOC and 0% English II EOC. Overall, the general education population scored in the 20 percentile passing on STAAR English I and II EOC. On the US History EOC test, 88% of all students met Level II expectations and 10% Level III Advanced, on the STAAR EOC Biology test, 74% of all students met Level II expectations and 0% Level III Advanced, on the STAAR EOC Algebra I test, 18% of all students met Level II expectations and 0% Level III Advanced.

The Campus Leadership Team which included campus administration, curriculum facilitator, counselor, and teachers met and discussed the the plans for implementing this grant. It was decided that the campus needed to aggressively address the learning gaps through diverse interventions. Incorporating additional support strategies that will equip our educators with a powerful, research-based, proven intervention programs. Professional Development will focus on research-based effective teaching practices, assessment, effective diagnostic practices, intervention, and the writing process as well as college preparation. In addition, a strong school-to-home link will ensure a strong collaborative with parents. The implantation of an early college high school will address the following critical areas of need: 1. Low expectations for student achievement; 2. Lack of rigor in the classrooms 3. Develop higher levels of questioning; 4. Develop, apply, and practice writing strategies across all disciplines; 5. Develop vocabulary and comprehension strategies 6. Expand students' opportunities to write and relate their writing to real world experiances. Based on data from our needs assessment survey, the campus will also; 1. Provide systematic quality instruction, 2. Have a strong school-to-parent connection; 3. Have a new teacher evaluation support system (T-TESS); 4. Be technology-based in order to provide motivation and individualization of instruction and 5. Provide high-quality educational experiences.

Identification, intervention, and parental involvement are critical needs for all of our learners at Santa Maria High School. Implementation of a systematic processes and consistent classroom methodologies for meeting and assessing student needs will ensure that every student will make significant gains with increased skills to become proficient communicators.

As the demographic and state assessment data show, economic, and educational barriers establish a need for a comprehensive intervention programs in which teachers, parents, and community members can collaborate. A lack of local libraries and media centers within the Santa Maria High School community severely limits opportunities for students and families to develop life-long reading habits and literacy skills. In addition, the high number of identified students demonstrating a lack of fundamental literacy skills necessary for academic and personal success mandate that SMHS actively seek interventions to provide additional direct instruction, as well as, innovative teaching practices to meet individual student needs.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 031913	Amendment # (for amendments only):

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

☐ Transformation

    ☐ with Rural LEA Flexibility modification

☒ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

    ☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

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

The ECHS model creates an opportunity for the future of our students and the community as they have been historically underrepresented in college. Many of the students at Santa Maria High School are first generation college goers. This model will enable our students to earn college credit and workforce ceritifications while completing their high school requirements. The model provides evidence-based practices that identify student needs. This model complements our Career and Technical Programs which allow students to get certifications in a variety of areas; allowing them a smooth transition towards their Associate's Degree. This Early College High School model will enable our students to pursue specialization in career pathways that offer deep and meaningful learning experiences through project-based learning. The rigorous aspects of instruction in core content areas will result in a personalized pathway for every Santa Maria High School student which prepares them to attend the college of their choosing. Research has shown us that students who attend early-college high schools are more likely to graduate, enroll in college, and earn an associate degree, than are their peers who do not (American Institutes for Research, 2013). The parents, community, teachers, and staff at Santa Maria HS have a desire to increase the earning capacity and quality of life of the students in here in Santa Maria, therefore, it was determined that the ECHS model would be the best model for our school.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 031913	Amendment # (for amendments only):

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

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

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

The parents and community have expressed a need for our students to have an opportunity for a future in a career and/or college upon leaving high school. With the Early College High School Model, our students will have an oppurtunty to leave high school with either college credit that can be applied toward a degree or an associate degree. Our community was actively involved in the assessment process and will continue through parent /community meetings that will be held quarterly on the campus and in the community. We know that this process is on-going which we must meet periodically to check the needs of our community throughout the process as their needs could evolve. We will inform our community through weekly newsletters, school messenger call-out system (Bright Arrow) to families, and announcements to the community on the campus marqee, college night events, celebrations, Parent Report Card Pick-up events every six weeks, ice cream socials, and open house.

These events will be used to keep our community informed about our campus, the goals and programming that has been selected by collaborating with all stakeholders. The community will be an active member through our Site Based Decision Making Committee (SBDM) and Parent-Teacher Organization (PTO). These organizations will peroidcally convene to assess the current needs and assist in determining if the plan is or has addressed the needs identified. We will also incorporate campus-based surveys and the SMHS district/campus survey. These surveys will be utilized to gather feedback regarding the design of our early college model as it relates to the students and the needs of the community. We are and will continue to work with our district Family and Community Engagement department to move our campus to the distinction of a family- friendly school, where the community is always welcome in the school and is an active partner for our campus.

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Schedule #14—Management Plan

County-district number or vendor ID: 031913	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)	School Suport Officer - provide support to campus administration to ensure quality instruction and supervision.	Master's degree required. At least three years experience as an exemplary Principal or a person with similar leadership experience. Administrative certification.
2.	Grant Administrator	Will work closely with campus and district personnel in the organization, preparation and post award administration of the grant project. Maintains records to prepare accurate reports for funding agency.	Master's degree preferred; three to five years experience in leading programs. Ability to collaborate and work with others to solve problems, clarify or interpret complex information. Skilled in office equipment and software.
3.	Dean of Instruction	Coordinate master schedule to match college schedules. Coordinate with district departments to ensure appropriate support and provide instructional support to both the teachers and dual credit instuctors who are also employed by the school.	3-5 years of successful school or departmental leadership, work with grants, and counseling of students in college and career readiness.
4.	Teachers	Work with students on academic skills. Mentor students on how to navigate college programs and post secondary education	3-5 years of successful teaching.
5.	College Access Coordinator	Will work directly with college partners to enroll, schedule, and track students. Coordinate programs with college to ensure students are on the right track.	Experience working with high school age students for 3-5 years and in a college setting in prior years
6.	Principal	Coordinate vision and mission of Early College initiatives and programs. Direct and meet with employees supervising and coordinating the grant driven activities and programs: such as Grant Administrator, Dean of Instruction and College Access Coordinator.	3-5 years of successful school leadership, work with grants, and experience with leadership in an ECHS Program.
7.			
8.			

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	**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 031913	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.	ECHS Consultant	To review the implementation of the prescribed changes and activities presented in the grant.	Experience with the Early College Model, running a public school, program evaluation and higher education.
2.	Dropout Prevention Organization	To provide access to external providers and agencies to better support students and families with the greater focus on making studnets successful in school.	Access to a network of organizations and agencies that will provide social, emotional, psychological and academic supports for students and families.
3.	Tutoring Agency	To provide in and out of class tutoring support for students.	Access to qualified educators or non-educators to have degrees in the fields of student needs.
4.	Teacher and Student Mentoring	Organizations that will help teachers with their teaching practices and provide mentors to students.	A proven track record of helping students and teachers achieve at high levels.
5.			
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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 031913	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.

The Santa Maria Independent Board of Trustees is totally committed to transforming schools to be a benefit to the students. With signature programs in the fields of Business and Industry, Public Services, Arts and Humanities, Multidisciplinary Studies and STEM program opportunities and with unprecedented connections to businesses that surround our region, our campuses are preparing students to enter the world of work. SMISD recognizes the need to provide high quality instructional programs leading to Early College Readiness, science and technology, high paying career preparation where all students will graduate with at least 15 college credit hours and/or technical licenses. The need to instill in students the skills they will need to be successful after high school, in college and in the workplace will allow our students to compete in today's global economy. SMISD students will be leaders who will lead by example, are productive, skilled in their area of study, critical thinkers and responsible decision makers.

Santa Maria ISD has developed a strategic direction that will guide the best course of action for its students in order to realize the goals outlined by the Board of Trustees. The objectives of strategic planning process are: (1) create a clear picture around efforts to increase student achievement; (2) integrate findings from other ongoing efforts (3) outline a set of strategic initiatives that enable SMISD to meet its goals, assembling current efforts and identifying gaps; and (4) determine any adjustments required to current resources both human and financial to support the strategic initiatives. Santa Maria ISD plans to create an implementation and communication plan to support actions and gain alignment from key stakeholders on path forward.

SMISD is combining core academics with career-based knowledge and skills in collaborative and research-intensive learning environments. SMISD is creating partnerships to offer students work-based experiences and certifications. AP courses are offered at the high school, and more students than ever are taking their AP exams. All SMISD students in grades 9-11 have the opportunity to take the PSAT test for free, every SMISD junior and senior has taken the SAT/ACT for free and all SMISD students in grades 9-12 also have the opportunity to take their TSI test at no charge to them.

SMISD ensures that the school is led by an effective principal who creates an instructional learning environment on their campus that allows students to develop the skills needed to compete in today's global economy. SMISD is committed to ensuring that principals have the resources, professional development, and support needed to develop these competencies.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 031913	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.

Santa Maria High School is fully committed to the continuation of this program beyond the period of the grant. The campus leadership team and district support staff will actively work to meet the goals and objectives of the project to impact a lasting change in the campus culture. An investment will be made to seek out other sources to sustain the program in subsequent years beyond the grant period. There will be key strategic plans in place to sustain the program beyond the end of the grant cycle as follows:

1. An increase in per-pupil funding due to an increase in student enrollment - The strategies that we are planning will increase interest in remaining in the school and will provide high-profile partners who support the program in order to attract new and current students and families, increase rigor in the classroom, and provide an opportunity to revitalize the school with a rigorous and engaging curriculum. This transformation of the school is intended to increase student enrollment and increase funding, thereby providing additional dollars to continue to offer the program.

2. An increase in Career and Technology Education (CTE) funding - An increase in student enrollment will also bring an increase in the funding allotment for CTE. These additional funding dollars will also provide an opportunity to sustain the career readiness programs beyond the term of the grant.

3. Business Partnerships - Continuing partnership with existing IHEs and establishing new partnerships to increase program offerings will provide interest in the campus beyond the grant period. Partnership with existing social service providers will also continue to meet the social/emotional needs of the students.

The strategic intent of the Santa Maria ISD is to transform persistently low performing schools and to close the achievement gap between the economically disadvantaged students and other sub-groups. The district is committed to finding resources through Title 1, grants, and other resources to support this new direction in the attempt to transform its low performing school into a school of choice where students feel safe, valued, and can develop relationships with their educators.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 031913	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.

Analysis of data to assess student and campus needs were used to establish performance measures. Performance measures will include: number of students enrolled in college level courses, number of college credits earned through the high school years for all students at no cost; including tuition, fees and textbook costs; number of teachers and school learders meeting effectiveness criteria the through use of the Texas Teacher Evaluation and Support System (T-TESS) and Texas Principal Evaluation and Support System (T-TPESS), and increase in achievement of all students, Each of these goals is in alignment with the grant and with the district goals.

While implementing for all students, the program specifically will identify students for more intensive supports. Overall project goals are: 1) Improve Academic Performance; 2) Increase the Use of Quality Data to Drive Instruction; 3) Increase Leadership Effectiveness; 4) Increase Learning Time; 5) Increase Family and Community Engagement; 6) Improve School Climate; and 7) Increase Teacher Collaboration through PLC participation. Each of these goals are in alignment with the grant and with the district goals.

The campus will establish a mentoring program to foster best practices and to develop strategies to offer a successful program to benefit students and the community. Professional Learning Communities will meet regularly to examine student work and teacher curriculum delivery intended to substantially increase student achievement and the campus' ability to exit low performance status. The Principal will provide on-going feedback after classroom walk-throughs to validate learning and to help teachers improve on student learning.

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

The overall responsibility for implementing the project's evaluation plan for qualitative and quantitative data collection methods, at the campus level, is the responsibility of the Campus Principal and the Grant Administrator. The Campus Principal will ensure that qualitative and quantitative data is collected for the school. Data collection methods will include project records, student records, test results, and survey results - including but not limited to: student and faculty climate surveys conducted annually; student achievement and test scores reported and evaluated by grading period, semester, and annually; numbers of parents, community members, students and faculty participating in project activities reported annually; and student surveys and evaluation of work-based learning experiences reported by semester.

Multiple types of data will be collected for the entire grant period, including data for (1) student performance indicators (e.g., overall student academic achievement; state assessment test results by subject, and grade level; percentage of students performing at/above grade level by subject area; attendance and promotion rates; and disciplinary referrals); and (2) staff development and parent involvement and training indicators (e.g., what is the impact of the staff development and parent involvement and training). The evaluation plan will both aggregate and disaggregate measures of student academic achievement, by sub-populations of students.

Attendance and grade data will be collected on the district's grading program, TxEIS (which also reports on failure, attendance, and other information regarding student performance in classes). Campus administrators will run these reports each grading cycle to determine failure rates by grade, teacher, subject, ethnicity and other demographic factors relevant to assuring all students are successful. In addition, the school will review discipline data on a weekly basis, while the academic teams and the school's dropout prevention and recovery committee will review each week grade, attendance, and discipline reports to promptly identify students in danger of dropping out or losing credit for classes so that they can intervene in a timely manner. Parents will also be empowered by being informed how to use our Parent Portal to monitor, via a computer with Internet access and by cell phone, their student's academic progress and class attendance rates. Climate surveys will be used to assess how well instruction has improved.

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Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: 031913	Amendment # (for amendments only):

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

All activities and interventions will be tracked on a calendar with key staff assigned to monitor the effectiveness of the program activities and interventions. Problems with project delivery will be identified and corrected throughout the project by doing regularly scheduled reviews of the project and key staff and the external providers' performance by the principal.

The products of the ongoing monitoring and formative evaluation will be used to provide timely, regular, and useful feedback to the district and school community on the success and progress of implementation, as well as to identify areas for needed improvement. The plan for ongoing monitoring for continuous improvement will be based on the stated goals and objectives, as outlined previously. The proposed project's processes will be continually reviewed and improved.

In order to ensure that a process for ongoing monitoring for continuous improvement is implemented, the evaluation design will follow an action plan, at the campus level that:

• Will convene regular meetings with staff and other stakeholders for discussing monitoring and progress;

• Based on these meetings with stakeholders for discussing monitoring and progress, program modifications, as needed, will be formulated and implemented;

• Surveys will be provided, at any time, to elicit feedback from students, parents, and other stakeholders; and

• For issues that cannot be resolved at the campus level, the Campus Principal will report these challenges, in a timely manner, to the Superintendent of Schools.

The plan will articulate policies and procedures for facilitating ongoing monitoring and continuous improvement and will be made available and communicated to all staff and stakeholders at the beginning of the project's grant period, as well as available for reference, at any time, by making a request to the Grant Adminstrator or Principal.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 031913	Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

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

The SMISD Procurement Services department has the authority to commit district funds for the acquisition of goods and services. Procurement Services is responsible for facilitating the processes governed by state and federal law to ensure best practices, and an equally competitive environment for the purchase of all goods and services. The district purchases a wide variety of goods and services, including but not limited to: (1) Consultants/Professional Services; (2) Construction/Repairs of Facilities; and (3) All other goods and services. The district is required to competitively bid any/all expenditures greater than $50,000.00 in the aggregate; meaning just about every purchase made by the district.

Through this synergistic effort, both the Supplier and SMISD will benefit from working as business partners to strengthen the social and economic foundation of the district and the community at large. The mission of the SMISD Procurement Services Department is to ensure the uninterrupted flow of goods and services needed to efficiently operate the district cost effectively. In other words, the right products and services, at the right cost, from the right Supplier, to the right location, at the right time, every time.

The process is as follows:

• BIDS AND PROPOSALS: All expenditures (district-wide) must be competitively bid by the Procurement Services Department, only. Competitive bids are generally solicited either by means of a Request for Proposal (RFP}, or a competitive sealed bid (or proposal}. While RFP's may result in additional negotiations before a contract award takes place, all bids/proposals should always be prepared with utmost care, providing the bidder's best offer. Contracts awarded as a result of an erroneous offer may result in serious financial loss or other hardship for the bidder. Current bid/proposal solicitations are announced in one or more local newspapers of mass-distribution for two consecutive weeks.

• Usually, all contracts that require Board of Trustees approval (greater than $25,000) will result in a Master Agreement (contract}, against which, one or more purchase orders may reference.

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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.

A campus Grant Administrator will be hired to monitor and oversee the components of contracted services and service providers; as well as the compliance of grant requirements, the alignment and adherence to time table agreed upon; and the data analysis of evaluative components of the program.

Teachers will continually monitor and document student achievement and schedule interventions as needed based on services from external providers. The principal and campus team will provide direct oversight and management of the project. The school's Superintendent will provide support and direct oversight to the principal; as well as leadership and guidance.

Surveys and evaluation forms will be designed to measure and monitor provider success. Using feedback from participants and other key personnel, corrective actions will be determined with input from external providers on how to improve performance to benefit both staff and students. Providers will be expected to adjust delivery and services based on feedback. An official district contracted\consultant services agreement will be executed to outline responsibilities of the provider and district. Removal/replacement of low performing providers will occur in the event any components of the agreement are not met.

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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.	Student TSI Testing and TSI Prep Program
2.	Visit an Exemplar Early College High School
3.	Design a Master Schedule that is conducive to the ECHS Model.
4.	Solidify IHE Partnerships
5.	Design Coherent Sequence Courses for ECHS Pathways
6.	Create Marketing Material for Santa Maria HS ECHS
7.	Attend Summer ECHS Conference (Administration and Teachers)
8.	Create Articulation Agreement for IHE Partnerships
9.	Interview and hire personal. (Grant Administrator, Dean of Instruction, Teachers & College Access Coordinator)
10.	Build contract with Communities in Schools of Cameron County
11.	Design sequence of courses for current 10th -12th graders
12.	Written communication to parents, community and school board in regards to Santa Maria High School becoming an ECHS in the 2017-2018 school year.
13.	Create and maintain a leadership team for ECHS
14.	Curriculum Selection
15.	Register and enroll students in Summer Session with partnering IHE
16.	
17.	
18.	
19.	
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.

For the past two years, Santa Maria High School has been a school where students have had the opportunity to earn certifications as jailers, in cosmetology, OSHA, and Health Professions certified. This provides students the added opportunity to leverage this experience into an immediate job and a jump into the college arena.

A year ago the addition of a partnership with a neighboring district added the medical assistance, dental assistance, pharmacy tech, electrical apprentinship and phlebotomy to the programs at Santa Maria HS. These program in partnership with La Feria ISD provide students with the opportunity to gain certifications. We also offer articulated courses allowing students early access to their choice of study. This is very similar to what is done through the Early College model, but it is limited to a small number of students who attend Santa Maria High School and students are not able to begin coursework until their senior year so the high number of courses taken at once inhibits success.

To ensure that students in this program will be successful, it is a must that there are several supports provided for the organization. Internally there must be coordination between SMISD, Campus, Grants Department, and College Readiness Department to make this successful. The Santa Maria ISD will help maintain and coordinate the relationship with the IHE's, the Campus will provide guidance on best practices and social/emotional supports for students, the Grants Department will ensure the grant is enacted with fidelity, and the College Readiness will provide the school with opportunities to support students journey to college beyond Santa Maria High School.

Additional supports will be through external agencies that have experience with the Early College Model. These would include Achieve Texas and Jobs For the Future. These organizations have started and sustained Early Colleges since the Bill & Melinda Gates Foundation initiated the movement.

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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:	Santa Maria ISD will use Santa Maria ISD's new Teacher and Principal Appraisal Systems (TTESS) which will include measures of student growth (drafted at 20%). The district is piloted the state developed Teacher Appraisal System during 2015-2016. SMHS will begin using it in 2016-2017. The data source that is used is the STAAR EOC for the core subject areas of English I, English II, Algebra I, Biology and US History. All other teachers will use appraiser approved assessment where the data is compiled through teacher or district created assessment. This data is then inputted into the student performance instrument where then the appraiser submits the data for ratings. Which the process includes identify or develop a summative assessment for the course with the Student Progress measure. Complete the appraiser approved assessment checklist for the identified or developed assessment. Bring the appraiser approved assessment checklist to the Goal Setting Conference for appraiser to review. And then the appraiser will approve the assessment using the standards outlined in the checklist
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	SMISD's new teacher appraisal system is grounded in teacher growth and enhancing teacher performance. It starts with a teacher to Goal Setting and Professional Development (GSPD) in which the teacher and principal hold the GSPD conference. They must analyze data and set their professional goals. Fifteen days before the end of instruction the teachers must complete Part II, goal reflection and the end of the year conferece will take place. Part III is where the teacher sets future goals Multiple diagnostic conferences will occur throughout the school year with the teacher and the appraiser to review goals, determine if they have been met, and set new goals as identified. The appraiser will have a minimum of two opportunities to observe the teacher and score their observations. Finally, teacher and supervisor will complete an end of year conference to review and reflect on progress. The Principal will expect the consultants to agree with her on the value of constant monitoring of instruction. In addition to the T-TESS teacher appraisal system, the Principal will increase the amount of multiple observation-based assessments through his instructional leadership team consisting of herself and curriculum facilitator. This system includes walkthroughs that are scheduled, unscheduled, announced and/or unannounced. Informal walkthroughs can be conducted at any time during the appraisal year. Formal walkthroughs can be conducted 15 working days after the initial appraisal training working days are defined as any day of the duty schedule that is not a Board approved holiday. This includes teacher service days and teacher preparation days. Observations: Observations are unscheduled and unannounced.
Describe how the evaluation system was developed with teacher and principal involvement:	The district's decided that the district use the T-TESS (Texas Teacher Evaluation and Support System). The District sought input from teacher representatives of all kinds and representing all grade levels through focus groups. With the input they gathered, they created a district-wide teacher survey. The official pilot was during the 2015-2016 school year. Santa Maria High School will start using the new teacher pal and Prinevaluation system in 2016-2017. The principals will set goals utilizing the new appraisal system around Summer of 2016

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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:	Santa Maria ISD has created opportunities that highlight and celebrate the excellent work of employees throughout the district. Currently, campus-based employees have the opportunity to earn performance pay for their success in accelerating student academic progress and achievement. The educators will have their student performance data that is placed in a formula. This data is value added to the student that are in their classroom. Use research-based and innovative practices, technology tools, and curricular alignment to differentiate instruction • Analyze formative and summative assessment data to maximize student learning • Implement a variety of Interventions to provide additional support to students where needed Collaborate to discuss strategies for accelerating student progress and achievement
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	The protocol to support teachers who are struggling to improve their professional practice is for the principal to have a series of conversations with them to verify that they understand what their professional duties and commitments are. As a district Learning Walks have been started so that teachers are finding trend and making recommendations for their own growth. The principal will ask clarifying questions and offer suggestions based on personal knowledge and experience. The principal will ask the teacher "How can I support you?" and make arrangements to accommodate any reasonable requests himself, through staff and/or available budgets. The principal will also clarify the quality of the expected deliverables and set timelimes. If the teacher does not self correct, the principal will assign staff, (such as a colleague, a grade level chair or an instructional specialist) to meet regularly with that teacher to mentor them. The principal may also arrange for the teacher to observe other teachers within the building or within the district. The principal may select and offer targeted professional development, as well as have the teacher reflect and search for his/her own professional development. The principal may also request for the teacher to watch particular videos related to their struggle in PD360 or to participate in a book study.
Describe the criteria established for educator removal:	After a principal has tried the protocals/interventions described above and does not see a change in the teacher's behavior, the principal and teacher will develop together a plan on a form provided by the Human Resources Department to document the observed behavior and to state in writing the desired behavior. If the undesirable behavior continues, the principal may continue to document the teacher's failure to improve their professional practice and formally submit a recommendation for nonrenewal to the Superintendent and will then forward it to the Board of Trustees for a vote, as required per Board Policy DFBB (Local). Additional detailed information on timelines and procedures can be found in Board Policies DFAA,DFAB,DFBA,DFBB,DFD,DFF,DFFA,DFFB,DFFC.

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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.

Santa Maria High School will partner with a Drop Out Prevention Program or network. The implementation of this network will surround students with a community of support, empowering them to stay in school and achieve in life. Our students will be able to utilize the resources available from a broad range of community agencies. They will connect students and their families to critical community resources tailored to their needs. They will provide students with a one on one relationship with a caring adult, a safe place to learn and grow, initiate a healthy start and a healthy future, build upon marketable skills to use upon graduation, and provide a chance to give back to peers and the community. In addition to community oriented services they will provide social-emotional counseling to our students on an as needed basis.

The addition of an advisory period schedule will also be implemented. Here students will participate in team building exercises with a group of other students, they will share stories of success and failure, and build bonds that will support their initiative to come and perform well in school. They will be with the same Advisor for their four years at Santa Maria High School, building a relationship with both the teacher and students in their class. The teacher will act as the mentor and also as an academic advisor who will help negotiate supports for the student when they see a need.

Teachers and staff will be trained through professional development on how to best interact with students using appropriate methods of speech, coaching, and the building of social contracts. Here teachers will be trained how to motivate students by modeling appropriate adult actions in the workplace. Things as simple as greeting another with a handshake and to look into the eyes of the other person. The building of social contracts that make the classroom and school a place where expectations are decided on together, discussed on a regular basis, and where everyone holds each other accountable for their actions.

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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:	IHE partner: Texas A & M University - Kingsville IHE primary contact: IHE agreement: Memorandum of Understanding with Texas A & M University-Kingsville and Santa Maria Independent School District for services - pending. This includes the waiving of tuition for all students, the ability to take the TSI exam once a semester for free, and the assignment of instructors or hiring of school staff that are qualified to teach at the college level. NOTE: IHE and ISD are having meetings during the fall of 2016 to form a partnership. Note that this college has not traditionally waived tuition for dual credit students. The SMISD will cover all expenses as the need arises.
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:	Texas A & M University-Kingsville System waives tuition fees per the Memorandum Of Understanding with the Santa Maria Independent School District, as are all other fees. (Pending final approval) Santa Maria HS will become a TSI testing location and will work with TAMUK to coordinate testing frequency. Textbooks will become the responsibility of the Santa Maria Independent School District to purchase.

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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:	The Campus Leadership Team of Santa Maria High School will analyze exemplar ECHS Models.

Hire teachers who possess a Master's Degree that qualify to teach post-secondary courses for Fall 2017.

Design an innovative master schedule that supports dual credit and high school requirement courses.

Collaborate with departments on College Readiness, Curriculum, and Career and Technology to guide the logistics of students completing an Associate Degree Program and meeting Texas/SMISD high school requirements.

Build a 4 year Associate Degree Plan for high school student to complete their Program of Study. Ensure that required courses are embedded into the four-year Associate Degree Program for Industry Certifications as well.

Build a 4 year degree plan for high school student to complete their Program of Study. Ensure that required courses are embedded into the four-year Associate Degree Program for Industry Certifications as well. Ensure that required courses are embedded into the four-year program that satisfies the Articulation agreement between IHE and University.

Begin TSI Prep in January 2017-May 2017, Begin TSI testing and Dual Credit enrollment Summer of 2017. Students will complete two Dual Credit Courses before the Fall 2018. Partner with IHE for student to begin Course work fall of 2017. |

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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:	Academic: • Teachers with Masters Degrees will be hired to teach dual credit classes on campus. • A tutoring service will be contracted to provide small group pullout, in-class support, and after school tutoring for students. • The use of the Pre-AP curriculum and practices will be expanded to include all students who are in general education courses. • The expansion of the Advance Placement courses offered on campus will extend as far down as the freshman level, giving these ninth graders experience will college expectations in their classrooms. • Coaching of teachers and extensive Professional Development in the summer through external providers to increase the rigor in classrooms. Social: • Support provided by a Dropout Recovery Organization and all of its partner organizations. • Mentor Programs, both internally and externally, will be enacted. College Readiness: • The hiring of a College Access Coordinator who will provide support with access to both the college system and its supports. • Addition of College and TSI Readiness courses for students in need. TSI Summer Preparation Camps for TSI Readiness College Access: • Academic/College trips for 91h through 12th graders. • College fairs scheduled for the school year for students to investigate opportunities at partner IHE's.

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

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031913	Amendment # (for amendments only):

Statutory Requirement 18:Operations under a Charter School Operator, CMO or EMO.
Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.
In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.
Applicants not proposing a Restart model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031913	Amendment # (for amendments only):

Statutory Requirement 19:Enrollment in higher achieving schools

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

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

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

N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031913	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 interventionsthe 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.	TSI Preparation courses to help students gain the ability to take college courses	The preparation courses will provide the most comprehensive and interactive preparation for students taking the TSI Assessment. They will offer materials designed to help students succeed on the test. They will explain the general purpose and format of the test helping students familiarize themselves with the type of multiple-choice questions asked on the exam. Students may also be asked to write a five-paragraph persuasive essay as part of the Writing section of the TSI Assessment. Cost will be incurred through extra duty and benefits cost.
2.	Implement in-class tutoring through outside agency contract	Sylvan Learning, Inc. consists of franchised and corporate supplemental learning centers which provide personalized instruction in reading, writing, mathematics, study skills, homework support, and test preparation for college entrance and state exams. Sylvan provides personalized learning programs and primarily serves students in primary and secondary education. Cost will be incurred through consultant cost.
3.	Extra duty pay for teacher planning for scope and sequence, data analysis, and creation of curriculum based assessments (PLCs)	Teachers will have the opportunity to foster collaborative learning among colleagues within their work environment thus (1) improving the educational aspirations, achievement, and attainment of students through stronger leadership and teaching. Cost will be incurred through extra duty and benefits cost.
4.	The principal will schedule weekly tutorials at the end of the day for every child that failed district or state assessments so that students and parents/guardians know that these tutorials are mandatory.	The afterschool tutorials will help improve the instructional program by creating remediation as well as enrichment for students to improve academic achievement. Cost will be incurred through extra duty and benefits cost.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031913   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 <u>key interventions</u> the campus will implement to *increase teacher quality* in order to achieve increased academic performance.
- Provide a <u>description of grant costs</u> 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.	Provide extra duty pay for Professional Development opportunities offered on campus and during non-contract time periods. Will include Project Based Learning, social/emotional student supports, visitations to model Early Colleges, conduct effective Professional Learning Communities (PLC's) and others.	By improving teacher quality through professional development, teachers improve student quality. Improved input equals improved output. This is an essential component of our school success. Growth and improvement will be continuous. Cost will be incurred through extra duty and benefits cost.
2.	Provide extra duty pay for teachers so that they can plan as a PLC after school hours.	Through this commitment and creation of a shared vision the team, including leaders and participants, will become empowered to work together and achieve goals for the teacher and students. Cost will be incurred through extra duty and benefits cost.
3.	Provide extra duty pay for new teachers to attend additional trainings with school staff after school hours	Trainings will provide for interaction among the teachers. Teacher interchange is essential for efficient everyday school operation. Group activities, practical teaching aids, supply sources, and grading patterns are some things that will be discussed and shared. Interchange among teachers will provide stability to the uncertain new teacher and will give a more objective view of classroom problems, trends and patterns. Cost will be incurred through extra duty and benefits cost.
4.	Use of the district's Texas Teacher Evaluation Support System (T-TESS), to support, and appraise teacher practice both in the classroom and around the school.	The new teacher appraisal system is grounded in teacher growth and enhancing teacher performance. It starts with a teacher to Goal Setting and Professional Development (GSPD) in which the teacher and principal hold the GSPD conference. They must analyze data and set their professional goals. Cost will be incurred through professional and contracted services.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031913 | 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.

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- 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.	Visitations to model Early Colleges to learn from school and district leadership	Visits will support a rigorous curriculum, supported by technology, that is clearly aligned to student interest and state standards. Flexible coursework will be provided in a challenging and supportive environment with an applied learning focus that provides students a structure that enables them to earn their high school diploma and to overlap those efforts with those needed to earn an associate degree, leading to a bachelor degree and employment. Costs will be incurred through benefit cost.
2.	The principal will require teachers to be more reflective and purposeful about their teaching. She will clarify the expectations that the State has and the expectations that the district has. She will require comprehensive planning that includes collaborative work in to increase rigor.	The increase in rigor will increase student academic achievement to the Advance Level III. The planning between teachers will incur cost to the extra duty and benefit cost.
3.	The principal will survey staff to see what staff development they feel they need. He will then coordinate the professional development with consultants in a timely manner so that teachers can implement what they learned in their classrooms to see the pay-off of improved instruction.	With proper planning of professional development that will be based on the teacher need to be able to increase academic achievement. Cost will be incurred through professional and contracted services.
4.	Work with external provider to conduct calibration walks to classrooms and practice the coaching conversations that are to be had with teachers and other staff. Work with external provider for teacher coaching and support to help expand opportunities to coach teachers while learning from experts.	External providers will help increase student academic achievement. Cost will be incurred through professional and contracted services.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031913 | 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.	Teachers will learn to use assessments state data from the previous year, data based on classroom assessments, exit ticket data, six-week assessment and district benchmark to monitor their students' academic progress.	Training on data desegregation will allow our staff to use quality data to drive instruction. This cost will be incurred through professional and contracted services, as well as extra pay and benefits cost.
2.	Utilization of College Board, STAAR, TSI, Report Cards, campus data to determine capabilities of students and to provide appropriate placement into dual credit courses.	Data analysis and data desegregation will allow our staff to use quality data to drive instruction. This cost will be incurred through professional and contracted services, as well as extra pay and benefits cost.
3.	The principal will create a schedule in which teachers have time for individual planning but also for grade level team planning. Teams will analyze data, determine which TEKS they were teaching well and which they were not, to plan curriculum and engage in professional development	DMAC training will allow for teachers to determine if TEKS were mastered or not. This is part of the professional and contracted services as well as benefit cost.
4.	The principal will monitor and discuss the effectiveness of all the external providers. He will make decisions on how to improve their performance. Any external providers not providing services as expected will be replaced if they do not produce satisfactory results after they are given a reasonable length of time to improve.	With a constant vigilance on how effective external providers are providing services will allow for the principal to make an informed decision to quickly move to the next best option. This cost is related to professional and contracted services.
5.	SMHS's CLT will monitor the implementation of newly acquired practices through observations, walkthroughs, and learning walks. The principal will report their findings back to their consultants throughout the school year so that adjustments to professional development plans can be made.	With data collected through learning walks that incorporate rigor, self-learning, and collaborative work will allow us to make informed decision to correct any unnecessary trends and make recommendations to correct. This cost is related to professional and contracted services.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031913 | 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.	Implement a "zero period" during the regular school day, the afterschool program and the summer school program to allow students additional opportunities to earn credits to either create additional time for dual credit classes or take a dual credit class.	This will increase the learning time, because there is not loss of time as students' transition within the class or to afterschool tutorials. Instruction and dual credit opportunities are maximized. This cost is incurred in extra duty and benefits cost.
2.	The Campus Leadership Team will make sure that all meetings are meaningful.	The designated PLC time will increase the knowledge base for teachers to create new ideas, improve effective teaching practices and support student learning. This cost is incurred in extra duty and benefits cost.
3.	Provide a summer bridge program to incoming ninth graders where they can gain college credits, while introducing them to skills and expectations as they transition from high school to college.	The Summer Bridge Program, a three-week summer experience will provide students with college credits, while introducing them to skills and expectations that they will encounter as a student in college. This will give them a head start in making the transition from high school senior to successful college student. In addition, the program will include instruction in developing study skills which are necessary for college success, note taking in both lecture and class discussion settings, effective study habits and strategies, critical and effective reading of textbooks, time management and prioritization and preparation for tests and exams. This cost is incurred in extra duty and benefits cost.
4.		

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031913 | 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.	Implement "report card nights" for parents to come to school every six weeks. Dinner will also be provided for families who RSVP.	Report Card Nights help parents gain knowledge of how the report card can help them understand their child's learning. Its purpose is to raise awareness about their child's learning. It is also intended to create dialogue between them and their child's teacher. This cost is incurred in extra duty and benefits cost.
2.	Allow IHE partner to use the building at night to offer classes for parents and community	Provide workshops on parenting to help families learn about child development and how to support student academic learning. Parenting workshops will cover a number of different issues, such as children's language development and learning styles, parent nurturing and discipline strategies, and nutrition and health practices. This cost is incurred in extra duty and benefits cost.
3.	The enhancement of the Parent Center on campus to include a computer lab where parents can sign up for college courses and review college materials for themselves and their students.	A Go Center will be available to parents and students. Parents can use the "GO CENTER" to: Explore careers and take career interest assessments, Register for SAT or ACT tests online, Investigate and explore careers, Complete college applications online, Complete financial aid forms – FAFSA, Conduct job searches. This cost is incurred in extra duty and benefits cost.
4.	College and Career Nights that will exemplify the multitude of programs offered on campus, these nights will showcase student work and allow for students to conduct the presentations.	The purpose of College and Career Night is to give high school students and parents the information they may need for post secondary education plans. One will be held in the fall and one in the spring. This cost is incurred in extra duty and benefits cost.
5.	Santa Maria HS will conduct showcase events during the day at the Junior High and Middle School to recruit students and educate them on the Early College Model being implemented in their district high school. Parents will also be invited to these events.	Event will help students succeed during their first year following transition through awareness on model and program expectations. Events will include activities that (a) provide students and parents information about the Early College Model, (b) bring junior high school and high school personnel together to learn about one another's programs. This cost is incurred in extra duty and benefits cost.

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

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031913 | 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.	The Campus Leadership Team will plan celebrations for student academic successes. They will plan whole school celebrations that include parents to recognize students who earn all A's and B's, and perfect attendance.	This will increase student moral by allowing the student show their success. This will improve the school climate and create a competitive stage. Supplies and materials that do not require specific approval; Student Incentives
2.	Provide teachers with Professional Development on student communication strategies and classroom management methods.	To build relationships that will improve school climate. Professional and Contracted Services and extra duty pay.
3.	Support of students through external organizations that provide mentoring to both individual students and groups.	The Mentoring will promote healthy and positive relationships between mentees and mentors which in turn build community capacity. Mentoring activities will promote literacy skills, self-esteem, confidence and social appropriateness. Mentoring will support strength-based practices that build student-teacher-parent relationships. Professional and Contracted Services and extra duty pay.
4.	Enact a "college day" each semester where teachers and students will be encouraged to wear college branded clothing and decorate their rooms and hallways with paraphernalia.	A reward system will be in place for both students and staff. This will increase student moral by allowing the student show their success. This will improve the school climate and create a competitive stage. Supplies and materials that do not require specific approval; Student Incentives.
5.	Conduct a college fair on campus and invite both local and national colleges and universities to attend and recruit students. Invite the College Readiness and CTE departments to hold events on campus to further the interest of the students in the options that are before them.	The college fair on campus is college something that will happen in your distant future. Our high school students will start taking action now. The College Fair is an easy and fun way to get themselves thinking about college. This cost is incurred in extra duty and benefits cost.

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Schedule #18—Equitable Access and Participation			
County-District Number or Vendor ID: 031913	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	☒	☒	☒

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 031913			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: 031913	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: 031913 | 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: 031913	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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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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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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