Texas Education Agency
Standard Application System (SAS)

2014–2017 Texas Title I Priority Schools, Cycle 3

Program authority:	P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	Place date stamp here. Received Texas Education Agency 2014 MAY 19 PM 2:19
Submittal information:	**Six** complete copies of the application, at least three with original signature (blue ink preferred), 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:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1		
La Joya Independent School District	746001550	200 West Expressway 83		
Mailing address line 2	City		State	ZIP Code
	La Joya		TX	78560-4001

County-District #	Campus number and name	ESC Region #	US Congressional District #	DUNS #
108912	109 Elodia R. Chapa Elementary	1	TX-028	024102451

Primary Contact

First name	M.I.	Last name	Title
Alda	T	Benavides	Superintendent of Schools
Telephone #	Email address		FAX #
956-323-2002	a.benavides@lajoyaisd.net		956-323-2010

Secondary Contact

First name	M.I.	Last name	Title
Martha	E	Treviño	Grant Development Coordinator
Telephone #	Email address		FAX #
956-323-2678	m.trevino4@lajoyaisd.net		956-323-2679

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
Alda	T	Benavides	Superintendent of Schools
Telephone #	Email address		FAX #
956-323-2002	a.benavides@lajoyaisd.net		956-323-2010
Signature (blue ink preferred)			Date signed
Alda Benavides			4/14/14

Only the legally responsible party may sign this application.

Schedule #1—General Information	
County-district number or vendor ID: 108912	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)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☒	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108912	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.		
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: 108912	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 assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
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 LEA provides assurance that it will meet the following federal requirements: A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	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.
5.	If the LEA/campus selects to implement the **turnaround model**, the campus **must** implement the following federal requirements. A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. C. 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; D. 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;

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Schedule #2—Required Attachments and Provisions and Assurances

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Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	E. 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; F. 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; G. 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; H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and I. Provide appropriate social-emotional and community-oriented services and supports for students.
6.	If the LEA/campus selects to implement the school **closure model**, the campus **must** implement the following requirement. A. 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. B. A grant for school closure is a one-year grant without the possibility of continued funding.
7.	If the LEA/campus selects to implement the **restart model**, the campus **must** implement the following federal requirements. A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. 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. B. Enroll, within the grades it serves, any former student who wishes to attend the school.
8.	If the LEA/campus selects to implement the **transformation model**, the campus **must** implement 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-- 1. 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 2. ÿAre 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.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108912	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
8.	2. 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. Increasing learning time and creating community-oriented schools. (A) Establish schedules and strategies that provide increased learning time; and (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 (B) 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 EMO).
9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	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.
11.	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.
12.	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.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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County-district number or vendor ID: 108912	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework **and** dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 108912	Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

			A	B	C	D
#	**Schedule #**	**Class/ Object Code**	**Grand Total from Previously Approved Budget**	**Amount Deleted**	**Amount Added**	**New Grand Total**
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 108912	Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 108912	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.

At Elodia R. Chapa Elementary School, our goal is to provide a quality education for all students; nonetheless, our results show that we are falling short, especially with our English Language learners and students enrolled in the Special Education program. 73.2% of our students are English Language Learners (Texas Academic Performance Report 2012-2013) –TAPR-and 5% of our students are enrolled in Special Education. The State Accountability System of Texas identifies Elodia R. Chapa Elementary School as Improvement Required Campus due to Index 2-Student Progress. Furthermore, Elodia Chapa Elementary failed to meet the System Safeguards in the following areas: Performance Rate-12/16 with the entire focus on the ELL subgroup population in the content areas of Reading, Math, Writing and Science. Additionally, we have failed to meet Federal Accountability System Standards for 2013 school year.

Our campus was identified as a Priority School on the ESEA Waiver Priority School List. Areas of need are Reading and Math. TAPR reports for 2012-2013 show 26.0% of teachers have from 0-5 years of experience and 2012 AEIS report shows 35% had 0 years experience.

One key barrier our students suffer from is problems associated with cultural, linguistic, and economic diversity. One of the gaps our campus has struggled with is the disproportionate number of English Language Learners (ELL's) who are not performing at minimum required levels and have not been improving adequately in addition to scoring below the state average.

Additionally, our students, are frequently absent or truant, are highly mobile, and also lack strong parental support. Any planned program must account for specifically targeted strategies intended to address these areas in order to maximize its impact on improving student achievement. Elodia R. Chapa was identified as a Priority School based on achievement results in reading / math System Safeguards at the All Student Level.

With these specific factors in mind, our school plans to implement the Transformation Model to increase student performance for all students, especially English Language Learners and students enrolled in special education; improve teacher quality through providing ongoing appropriate staff development aligned to campus needs and to improve campus leadership through appropriate staff development. In order to accomplish these goals, we have included specific measurable researched- based activities. Administrators and teachers have come together and agreed upon specific activities that every teacher can do to elevate performance in reading and math. We have agreed that teachers will be held accountable for demonstrating student improvement through assessment results. These results will be used to evaluate the teachers. We have also allotted funds for incentive pay for teachers to achieve these goals. We have included a flexible schedule to allow for teachers collaborative and vertical planning. Ongoing data disaggregation is critical to monitoring student's improvement so an academic calendar will be used to help teachers and administrators establish specific check points for progress monitoring. We will establish beginning, middle and end- of- the- year evaluation check points and six weeks assessment to monitor student performance. We will also improve parent/school/community involvement to help support our academic goals.

By adhering to the fundamental tenets of the Transformation model, all gaps, barriers, and weaknesses will be addressed. Fortunately, with the support of La Joya ISD, our campus foresees no discernable barriers or weaknesses in grant submission, implementation, and sustainability.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 108912	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.	

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 108912	Amendment # (for amendments only):
Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	
Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	Fund code: 276

Budget Summary

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	$2,736,743	$45,000	$2,781,743	$5,000
Schedule #8	Professional and Contracted Services (6200)	6200	$355,400	$7,500	$362,900	N/A
Schedule #9	Supplies and Materials (6300)	6300	$2,311,358	$24,999	$2,336,357	$1,000
Schedule #10	Other Operating Costs (6400)	6400	$262,500	$7,500	$270,000	$19,000
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$249,000	N/A	$249,000	N/A
	Total direct costs:		$5,915,001	$84,999	$6,000,000	$25,000
	Percentage% indirect costs (see note):		N/A	$	$	$
	Grand total of budgeted costs (add all entries in each column):		**$5,915,001**	**$84,999**	***$6,000,000**	$25,000

Administrative Cost Calculation

Enter the total grant amount requested:	$6,000,000
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:	$300,000

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.

Annual Budget Breakdown

Year 1	Year 2	Year 3	3-Year Total Budget Request
$2,000,000	**$2,000,000**	**$2,000,000**	*$6,000,000

Note: No more than $2,000,000 per year may be requested. *Total Budget Request above must match.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 108912 | Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre-Award
Academic/Instructional					
1	Teacher			$	$
2	Educational aide			$	$
3	Tutor			$	$
Program Management and Administration					
4	Project director (Shepherd/DCSI) District Level $87,500/ yr	1		$262,500	$2,000
5	Project coordinator (Support the implementation of grant & provide professional staff development & instructional support)$67,000/year	1		$201,000	$
6	Teacher facilitator			$	$
7	Teacher supervisor			$	$
8	Secretary/administrative assistant (District Level) $26,000/ yr	1		$78,000	$
9	Data entry clerk (District Level) $26,000/ yr	1		$78,000	$
10	Grant accountant/bookkeeper			$	$
11	Evaluator/evaluation specialist			$	$
Auxiliary					
12	Counselor-School Culture Counselor			$	$
13	Social worker			$	$
14	Community liaison/parent coordinator (Will assist in communication with parent involvement/attendance/host parent community events, trainings, meetings) $67,000/year	1		$201,000	$
Other Employee Positions					
21	Math, Reading & Science Strategists (Serve as teacher mentors, provide staff development, provide research based instructional strategies & work with low performing students) $165,000/yr	3		$495,000	$2,000
22	Title			$	$
23	Title			$	$
24			Subtotal employee costs:	$1,315,500	$4,000

Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay	$6,000	$
26	6119	Professional staff extra-duty pay	$600,000	$
27	6121	Support staff extra-duty pay	$15,000	$
28	6140	Employee benefits	$350,243	$1,000
29	61XX	Tuition remission (IHEs only) ($3,000 * 50 teachers)	$450,000	$
30		Subtotal substitute, extra-duty, benefits costs	$1,421,243	$1,000
31		**3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**	$2,736,743	$5,000

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 108912 | 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.

	Expense Item Description	Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	**$**	**$**

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1	Margaret Kilgo Workshops ($2,000 per year) (writing)	☐	$6,000	$
2	Positive Behavior Support from Region One ($3,000 per year)	☐	$9,000	$
3	Parent Link Connection $1/student-automated system to notify parents of upcoming school events ($800 per year)	☐	$2,400	$
4		☐	$	$
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$17,400	$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

1	Specify topic/purpose/service: Texas Center for District & School Support		☐ Yes, this is a subgrant
	Describe topic/purpose/service: Texas Center for District & School Support as they move through the school improvement process		
	Contractor's Cost Breakdown of Service to Be Provided	**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs: # of positions: 1	$90,000	$
	Contractor's subgrants, subcontracts, subcontracted services	$	$
	Contractor's supplies and materials	$	$
	Contractor's other operating costs	$	$
	Contractor's capital outlay (allowable for subgrants only)	$	$
	Total budget:	$90,000	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 108912	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

2	Specify topic/purpose/service: Antonio Fierro, Ed.D.		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Provide Coaching and Mentoring for 3rd to 5th Grade Teachers with English Language Learners			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions: 1	$54,000	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$54,000	$
3	Specify topic/purpose/service: The Vaughn Gross/Meadows Center		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Provide training on the 5 Components of Reading, Differentiated Instruction, Writing K-5 (for Teachers) and Facilitating Instructional Change (Administrators)			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions: 1	$20,000	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$20,000	$
4	Specify topic/purpose/service: Sharon Wells Mathematics		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Provide teachers the use of hands-on materials in problem solving format to teach content knowledge, strategies, graphing skills, basic facts, and cooperative learning in math.			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions: 1	$84,000	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$84,000	$
5	Specify topic/purpose/service: Dr. Isaias Rodriguez		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Coaching & Mentoring for Early Childhood Classroom Teachers (PK-2nd)			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions: 1	$45,000	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$45,000	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 108912	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

6	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$	$
7	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$	$
8	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$	$

c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$	$
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:	$	$
b. Subtotal of professional services, contracted services, or subgrants less than $10,000:	$	$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$	$
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:	$	$
(Sum of lines a, b, c, and d) 3-Year Grand total	$	$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 108912 | Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6399	1	Mobile Interactive White Boards	Classroom performance systems	*Please see	$1,400	$1,278,972	$
	2	Projectors, Projector mounting Drop down Screens, Document Cameras	Classroom performance systems	*itemized table below	$*		
	3	Desktop Computer/Student-Admin Laptops, Microsoft Lincenses Carts for Laptops	Classroom performance systems	*for all the prices.	$*		
	4	Scanners, Light speed Audio System	Classroom performance systems	*Thank-you	$*		
	5	Chrome Books, Ipads, Carts for Mobile Devices	Classroom performance systems	*so much!	$*		
6399	Technology software—Not capitalized(Living with Science for elementary 1/year)					$12,361	$
6399	Supplies and materials associated with advisory council or committee					$	$
	Subtotal supplies and materials requiring specific approval:					$	$
	Remaining 6300—Supplies and materials that do not require specific approval:					$1,020,025	$1,000
	3-Year Grand total:					**$2,311,358**	$1,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

Type	Quantity	Unit Cost	Total
Projectors *	40	$550	$22,000
Projectors Mounting *	5	$719	$35,950
Drop down Screens *	50	$1,200	$60,000
Document Cameras *	40	$500	$20,000
Desktop Computer (8 per classroom) *	400	$700	$280,000
Student Laptops *	300	$725	$217,500
Admin/Teacher Laptops *	50	$979	$48,950
Microsoft Licenses *	800	$54.09	$43,272
Carts for Laptops *	10	$2,000	$20,000
Scanners *	50	$520	$26,000
Light speed Audio System *	50	$800	$40,000
Chrome Books *	300	$300	$90,000
ipads 64G-Teacher/Student(in 10-packs) *	35	$7,580	$265,300
Carts for Mobile Devices *	20	$2,000	$40,000
White Boards *	50	$1,400	$70,000
Total Amount:			$1,278,972

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 108912		Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**	**Pre-Award**
6411	Out-of-state travel for employees (includes registration fees) Specify purpose: Learning Forward Conference & Model School Conference	$120,000	$
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$	$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$	$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	$	$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	$	$
6429	Actual losses that could have been covered by permissible insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$	$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$	$
	Subtotal other operating costs requiring specific approval:	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$142,500	$19,000
	3-Year Grand total:	**$262,500**	$19,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 108912 | Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1	Library Books Classrooms and Library sets	N/A	N/A	$90,000	$
66XX/15XX—Technology hardware, capitalized					
2	Computer Hardware-Hubs, switches, drops, cabling, wiring, wireless access points and controller		$	$159,000	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX/15XX—Technology software, capitalized					
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	$
			3-Year Grand total:	**$249,00**	$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 108912 | Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	0	0%	Attendance rate	95.8%
Hispanic	575	99.5%	Annual dropout rate (Gr 9-12)	%
White	3	0.5%	Annual graduation rate (Gr 9-12	%
Asian	0	0%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	53%
Economically disadvantaged	570	98.4%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	52%
Limited English proficient (LEP)	438	75.6%	Students taking the ACT and/or SAT	%
Disciplinary placements	0	0%	Average SAT score (number value, not a percentage)	
			Average ACT score (number value, not a percentage)	

Information was obtained from the 2012-2013 Texas Academic Performance Report (TAPR).

Information was obtained from the 2012-2013 Texas Academic Performance Report (TAPR).

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	0	0%
Hispanic (12-13)	37.2	100%	Bachelor's degree (2013-2014)	35	90%
White	0	0%	Master's degree (2013-2014)	4	10%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	11.1	29.9%	Avg. salary, 1-5 years exp.	45,303	N/A
6-10 years exp.	9.0	24.2%	Avg. salary, 6-10 years exp.	46,810	N/A
11-20 years exp.	11	29.6%	Avg. salary, 11-20 years exp.	51,127	N/A
Over 20 years exp.	3.2	8.6%	Avg. salary, over 20 years exp.	65,363	N/A

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

County-district number or vendor ID: 108912 | Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	95	95	100	90	95	100	115								690
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	95	95	100	90	95	100	115				21				690

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	5	5	6	5	5	5	6								37
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	5	5	6	5	5	5	6								37

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Schedule #13—Needs Assessment

County-district number or vendor ID: 108912	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Elodia R. Chapa Elementary School- Throughout the school year, the needs of teachers, students, and viewpoints of parents and the community have been taken in to account using a variety of campus needs assessment tools.
The analysis of state assessment data (STAAR, Texas Primary Reading Inventory (TPRI), Tejas Lee, and TELPAS)at the beginning of the school year allowed teachers, the administrative team, and school counselor the opportunity to disaggregate data and determine the needs of the campus. After a thorough analysis, we determined that there was a high need for building teacher capacity in the content areas, parental participation, staff development in the areas of differentiating instruction for English Language Learner students. The data determined that we had a high need for building teacher capacity in the grade level content areas because of lack of teacher experience in the assigned grade level. A percentage of students who are at-risk, an increased amount of student referrals, and minimal parental involvement. The high percentage of ELL students with low math and reading STAAR scores were a contributing factor to the required improvement rating and the priority campus status. The school staff was provided with valuable information which led to increased use of instructional strategies, interventions, and support to students and staff.

Several school planning academy follow up sessions were held throughout the year to gauge the school climate and staff morale, celebrate proposed accomplishments, as well as gather feedback on teacher's instructionally driven needs and suggestions for the 2013-2014 school year.

Through grade level meetings teachers identified student areas of need by using the SEAL data analysis tool to determine the factors that contributed to the lack of success in student achievement specifically in the sub-group populations. Teachers were grouped according to content area to identify the TEKS which demonstrated a deficit in terms of student achievement. Intervention discussions were held and specific intervention plans were designed to meet the needs of students with low concept attainment. Throughout the school year, teachers were surveyed using the Organizational Health surveys which measured teacher perceptions in the areas of: Goal Focus, Communication Adequacy, Optimal Power Equalization, Resource Utilization, Cohesiveness, Morale, Innovativeness, Autonomy, Adaptation, and Problem-Solving Adequacy.

Furthermore, the staff at our campus values the feedback from students, parents and the community. Therefore, student surveys were conducted in which students were asked open ended questions about the things they liked/disliked about their instruction, areas of improvement, suggestions, and problems that they felt need to be addressed regarding discipline, instruction, scheduling, school safety, and other pertinent issues. Parents were surveyed to determine what they liked about their children's education, what they liked and felt needed improvement, as well as how the school could improve school-community relations and foster parental participation.

School District- In *Building a Legacy of Excellence*, La Joya ISD establishes comprehensive needs assessment (CNA) parameters based (principally) on the student. We believe that a data-based, purposeful approach will yield students whose strong educational development will enable them with assets for a more successful future. Therefore, our CNA process is based on analytic/pragmatic and descriptive systems. This methodology is our avenue for evaluation, establishment, and execution.

The process in place to identify priorities (needs) centers on sound evaluation. To gather data that contains integrity, a mixed method design is used. All genres of performance-based data, those which fundamentally lie within the realm of quantitative inquiry, form the core of decision-making. Quantitative research involves the collection of numerical data to explain, predict, and/or control phenomena of interest. Realizing that the affective domain of our stakeholders is as important as numerical data, our evaluation also involves post-positivist methods which permit us to focus on particular issues and study *those* in depth. All together, the evaluation process encompasses a triangulated methodology which yields specific priorities. Findings from our CNA give rise to critical needs. We operationalize critical needs differently from year to year, as these are based on results from ongoing assessments.

The specific components of our CNA align very closely to the TEA recommended methodology developed by Region XX. In fact, our process aligns with the Texas Comprehensive Center approach but enhances/expands on several areas. To meet the federal and state mandates, our LEA and campus-based committees analyze mixed-method data in the following areas: Program Assessments- Brain POP, Communities in School , iStation, Math Renaissance, Multimedia, Pearson Digital, Read 180, Reading Renaissance, Imagine Learning.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 108912	Amendment # (for amendments only):
Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 108912 | Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Reading	Student achievement will be measured through one or more of the following criteria: • Increased student attendance • Increased performance on state assessments • Provide students with extended time for Core Area classes and offer extended day session tutorials for all students needing academic growth.
2.	Math	Student achievement will be measured through one or more of the following criteria: • Increased student attendance • Increased performance on state assessments • Provide students with extended time for Core Area classes and offer extended day session tutorials for all students needing academic growth.
3.	Parental Involvement	• Colonia Meetings-Meetings outside of school-park, neighborhoods • Parental Educational classes- Parenting Skills; Self- Sufficiency, Language & Literacy Development • Establish a Parental Involvement committee
4.	Technology	• Technology classes for families • Improve student achievement in ELA / Math / Science by purchasing technology that supports all proposed initiatives • Enrich the classroom experience with interactive boards, and hands on technology such as CPS clickers, Mobile devices, laptops, portable USB drive, and other technology that supports initiatives
5.	Behavioral Management	• Improve school climate by contacting absent students via telephone or via home visits. • PBIS Component • Parent Link ($1 per student) • Create community oriented schools by: providing Family curriculum Nights, Literacy and Math nights. • Offering parents ESL/Technology/Homework assistance

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Schedule #14—Management Plan

County-district number or vendor ID: 108912 | Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) / Shepherd (required)	Master's Degree from accredited University or higher; Standard Principal, Assistant Principal, Mid- Management or other appropriate Texas certificate; five years experience in administration ILD/PDAS Certified Preferred but not required, other qualification as deemed necessary or acceptable by the Board; Five years of classroom teaching experience, knowledge of curriculum and instruction, effective organizational, communication and interpersonal skills; well-versed in current educational research; grant writing/management and data submission experienced required
2.	Math, Reading, Science Academic Specialist	Bachelor's Degree; Valid Texas teaching certificate with required endorsements for subject and level assigned (Math/Reading/Science); Be knowledgeable in effective schools research, principles of accreditation standards, and Texas Education Agency requirements. Additionally, be knowledgeable in teaching techniques and methodology, in the physical, mental and emotional child development process, and special needs of exceptional learners.
3.	Data Entry Clerk	High School Graduate, GED or higher; Ability to type with maximum accuracy 50 words per minute; Ability to use correct English, grammar, spelling & punctuation; knowledge on the basic accounting principles, budgets, purchase orders ;ability to follow oral & written instructions
4.	Project Coordinator to support grant implementation	Master's Degree; Standard Principal, Assistant Principal, Mid-Management or other appropriate Texas certificate; ILD / PDAS-Certified Preferred, but not required; Other qualifications as deemed necessary or acceptable by the Board; 3 years classroom teaching experience; knowledge of Curriculum and instruction; effective organizational, communication & interpersonal skills; Grant-writing implementation and data submission experience required
5.	Community Liaison/Parent Coordinator	Bachelor's Degree or Licensed Social Worker; 3 or more years of successful classroom teaching experience (preferred); administrative/supervisory experience (preferred); Knowledge of the socio-economic needs of the community; ability to communicate effectively in Spanish & English; ability to maintain & promote positive public relations between home, school, community.....
6.	Secretary	Two years of Post-Secondary Training and five years of job experience as a secretary, or graduation from a recognized school of secretarial skills and two years job experience or 5 years successful employment as a school secretary within this district or in another district of comparable size High School Graduate, GED or higher ; Ability to: type with maximum accuracy 60 words per minute; use correct English, grammar, spelling & punctuation; knowledge on the basic accounting principles, budgets, purchase orders ;ability to follow oral & written instructions
7.		
8.		
9.		
10.		

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108912	Amendment # (for amendments only):

Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The LEA will use a rigorous process in the recruitment, screening, and selection of external providers. The methodology, which will be clear, fair, and well-organized, will be open to the public. As a result, established procedures will not only provide for objective selection, but also allow all stakeholders input in the process.

The recruitment of external providers by the LEA will be one that allows all qualified providers an equal opportunity to assist campuses through their restructuring and transformation journey. Recruitment will not be limited to local providers, for if true change is to occur, the LEA recognizes that this process should have no boundaries.

The screening process for external providers will be comprised of knowledge, skill, and track record reviews through educational, organizational, legal, and financial perspectives. The processes will include multiple stakeholders, particularly parents and community groups. The screening practice will be such a critical component of our transformation process that staff and other resources will be devoted exclusive to this function. In turn, the staff will specifically analyze the historical evidence of educational success, particularly with demographics and academic needs similar to our campuses, from all potential external providers.

The selection of external providers will only occur when all critical components (sought) are met. Through the consensus of all stakeholders, and with the provider's clear understanding of the campuses' mission, the contractual agreement will be signed. This documentation will include clear roles of the external provider as well as the LEA. Goals for performance will be required in all contracts and a timeframe for large student learning improvements, if applicable, will also be needed. In addition, the contract will specify the support the LEA will provide, including facilities, funding, and services. LEA staff will play a critical role in ensuring that all intentions and services delineated in the contract are carried out. Conversely, if the external providers do not adhere to any component of the contract, the contract will be canceled and immediate successors will be sought.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108912	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teachers and administrative staff- Through SBDM monthly meetings, we will determine how funds are being spent and the impact the programs are having on our students. Teachers and parents involved in grade level meetings and the Principal's Round Table will evaluate student progress via qualitative and quantitative data analysis. Monitoring of student sub-populations will be extensive and supported with practices that enhance student instruction. The strategists would plan with teachers and all other school personnel including administrators and the grant coordinator to ensure that grant activities satisfy the goals set forth.

Our goal is to hire a TTIPS Grant Coordinator to ensure that data driven instruction, best-practices are occurring in the classroom, and execution of the grant requirements are being met. The campus coordinator will work closely with teachers, staff, and administration within the campus and at central office to ensure that grant requirements and progress is being achieved.

The grant coordinator will do the following:

1. Assist in leading the ongoing campus efforts to implement the district's Framework for School Excellence.
2. Assist district and campus administrators in identifying student instructional needs, and developing and monitoring instructional planning and programs to address identified needs. Assist teachers and strategists in modifying instruction based on assessment results.
3. Facilitate the development of the curriculum to ensure attainment of the district's desired exit behaviors for all students.
4. Monitor the implementation of the district's curriculum and provide feedback on the quality of effectiveness.
5. Assist in coordinating the instructional program within and across grade levels and special programs as required by state and/or district expectations.
6. Maintain records of student progress and monitor student assignment to special programs to ensure alignment with the grant goals is being met. Offer support to ensure that student progress is being made.
7. Ensure that appropriate instructional materials and resources for teachers are available to implement all instructional programs.
8. Assist in planning and implementing an effective campus-based staff development program that is consistent with the district's philosophy and goals and addresses the needs of the students and staff.
9. Assist campus principal in planning and implementing effective supervision and evaluation of teacher performance.
10. Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable.
12. Work collaboratively with district and campus staff to develop and maintain a positive school climate. Maintain a positive morale and sense of appreciation and acknowledgement among colleagues.
13. Assist the principal in interviewing prospective staff members to ensure high quality staff is hired.
14. Keep abreast of educational developments and the literature in the field of elementary education and utilize the research to make recommendations for changes.
15. Perform other tasks and assume other responsibilities as assigned by the principal to ensure that grant requirements are being satisfied.

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Schedule #14—Management Plan (cont.)

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Part 4: Sustainability and Commitment. 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? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

La Joya Independent School District will sustain grant initiatives once the grant funding expires through in kind-matching funds. Professional development funding will be allocated to the budget, in order for teachers to impart their knowledge to students and therefore, the students will maximize their learning and pursue further education.

La Joya Independent School District will not sustain positions supported by the grant, such as, the Program Director, secretary, District Shepherd, book keeper, etc. These positions will not be sustained because this will exceed what is allotted in the district budget. Texas Title 1 Priority Schools, Cycle 3 Grant funds will supplement, and not supplant, any existing programs.

At (La Joya Independent School District's) Elodia Chapa Elementary School, incentive pay for teachers will not be continued once the grant funding expires. Incentive pay activities will become customary practices that promote continued growth as teachers and stakeholders will become a community that aims for what is best for the students. Using research- based practices and on-going monitoring of instruction, it will continue being an expectation to support and increase student achievement. These practices will become part of the school climate. Our school will continue to supplement the general supplies needed for student instruction as the TTIPS Grant will have met the technological need of our campus.

Furthermore, La Joya ISD will continue to offer support through assistance from the district coordinators. Teachers and administrators will have all the support needed to sustain the reforms set in place by the TTIPS grant. From specialized training to administrative support, teachers will receive the tools necessary to continue growing professionally. That way, La Joya ISD will ensure that all project participants at Elodia Chapa Elementary School remain committed to the project's success, even after all grant-funding expires.

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Schedule #14—Management Plan (cont.)

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Part 4: Sustainability and Commitment (cont). 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? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and 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.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 108912 | Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Quantitative Data measuring student achievement in STAAR Reading, Mathematics, Writing, and Science. (for ELL/SPED)	1.	6 weeks /campus-developed assessments data analysis will demonstrate level of improvement.
		2.	Comprehensive Benchmarks will demonstrate level of improvement.
		3.	Progress-monitoring reports for online and software programs will demonstrate level of improvement.
2.	Quantitative and Qualitative data measuring school climate	1.	Increase staff autonomy and innovativeness % in staff Organizational Health Surveys (OHI)
		2.	Student Survey results
		3.	Increase attendance rate and decrease disciplinary behaviors.
3.	Extend learning opportunities for students	1.	Number of students attending after-school sessions based on Tier2 and Tier 3 academic needs
		2.	Number of students attending Saturday STAAR academies
		3.	Enhanced enrichment opportunities for students to participate in, such as College and Career Readiness Opportunities, STEM fields, educational field trips
4.	Provide Summer Academies and institutes	1.	Number of participants in reading and math academies
		2.	
		3.	
5.	Parental Educational classes- Language and Literacy Development, Parenting Skills; Self- Sufficiency classes, computer-literacy	1.	Number of parent participants in each of the classes offered
		2.	
		3.	

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 108912	Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data Disaggregation

Our campus will be using DMAC Solutions, a web-based software suite designed to assist educators in the development and management of curriculum and assessment data in Texas schools, to monitor student data. All student assessment data is loaded to this program and a multitude of reports may be run for all populations, whole campus, grade levels, individual teachers and students. The following reports will be run for all assessments and data disaggregation will occur with teachers to review how the instructional process yielded results and to modify instruction and offer students the support needed.

Quantitative Instructional Reports available through DMAC: The following reports may be customized to show student data trends, percentages by student expectations, and may also provide a list of students who need re-teaching by expectation or objective. Student Responses; Student Objective Performance; Student Error Count by Student Expectation; Student Results STAAR, STAAR M and STAAR-Alt, Quintile Report, TEKS Tutorial; Item Analysis; ;TEKS Performance; *SE Curriculum Map - STAAR Attributes (beta)*; Vertical Scale Growth; Objective Tutorial; Student Expectation Tutorial; Results by Demographic.

Quantitative Demographic, Trend, and Comparison Reports

Cohort by Objective; Longitudinal by SE; Longitudinal by Composition Score; Longitudinal by Objective; Demographic Longitudinal; Demographic Cohort; *Longitudinal by SE - STAAR Attributes (beta)*; Demographics by Grade for Subject; Demographics by Subject for Grade; Statewide Demographic Comparison; Demographics using Indicators; Longitudinal

by Grade for Subject (beta); Performance Comparison.

In addition to using the following reports, student and parent satisfaction surveys will be used to receive further feedback regarding instructional programs and implementation of school policies and procedures. Teachers will be asked to embark in a self-evaluation process in which they analyze feedback from students to improve their instructional methods. Teachers, on the other hand, will take part in qualitative questionnaires to survey the effectiveness of the school leadership and the quality of instructional reforms set forth in the grant.

How results will be used to improve instruction

The results will show which students are performing above level so they may receive differentiated instruction. Likewise, the reports will indicate which students need specific interventions and instructional practices will be modified and goal setting activities will be implemented.

How continuous improvement will result from ongoing data analysis- Data driven instruction using various reports will inform teachers so they can make better instructional plans and provide small group instruction to targeted students. In addition, data will tell how goals are being achieved, and which teachers need additional support. It will also show what student needs extended day services and targeted interventions.

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Schedule #16—Responses to Statutory Requirements

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Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.

- [x] Transformation
- [ ] Turnaround
- [ ] Closure
- [ ] Restart

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	*Strengthen the School's Instructional Program*	1. 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.	A. Monthly School planning meetings to screen and progress monitor student data to identify interventions using SMART goals.	8/14	5/17
			B. Vertical/horizontal team-planning sessions, pre-k-5th content areas, curriculum alignment.	9/14	5/17
			C. Data disaggregation sessions during weekly, 6 wks, Benchmarks, Semester assessments. Read 180 reports, Fluency assessments for progress monitoring. Goal Setting: Intervention review & placement,	10/14	5/17
			D. Allocate funds to provide instructional materials & supplemental resources to improve student instruction in all areas.	08/14	05/17
			E.		
		2. 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.	A. Math, Science, Technology & Reading Academic strategists will support district curriculum alignment via mentoring, coaching, planning sessions with teachers and instructional pull-out program for struggling students.	10/14	05/17
			B. Enrich classroom experience with interactive boards, & hands- on technology such as CPS clickers, Mobile devices, laptops, portable USB drives, & other technology that supports initiatives.	10/14	05/17
			C. Work with District Coordinators in order to collaborate and work with low performing students who lack basic fundamental skills & monitor student progress in ELL/Spec. Ed populations.	08/14	05/17
			D. Provide professional development for DMAC Data Analysis Tool for teachers to differentiate instruction.	08/14	05/17
			E. Provide staff development on formative, interim and summative assessments-Region One.	08/14	05/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	*Use of Data to Inform Instruction*	1. 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.	A. Use quality data to drive instruction by purchasing appropriate literature to create classroom libraries in all classrooms.	08/14	05/17
			B. Purchase technology to support the implementation of Reading Renaissance Program in all classrooms.	08/14	05/17
			C. Provide teachers staff development (PD) on areas of need, such as reading, math, science, writing.	08/14	05/17
			D. Provide teachers and administrators with paid instructional planning time to prepare research-based lessons for all grade levels.	08/14	05/17
			E. Provide teachers stipends to attend PD sessions in reading, writing, math, science during non-contract hours.	08/14	05/17
		2. 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.	A. Teachers keep progress-monitoring folders & conference every 2 weeks with target students to review data/set goals.	08/14	05/17
			B. Students track their own fluency using Fluency Chart & set goals.	08/14	05/17
			C. Class tracks attendance & set goals to achieve reward every 3 weeks.	08/14	05/17
			D. Students track their TEKS performance on summative assessments.	08/14	05/17
			E. Ensure instructional calendar includes all TEKS objectives & STAAR targets.	08/14	05/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	*Providing strong leadership*	1. Replace the principal who led the school prior to the commencement of the transformation model.	*Provide name and date of hire for principal or date of anticipated replacement:* Linda Laura López	07-2013	
		2. Use rigorous, transparent, and equitable evaluation systems for 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 and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: *Student growth* means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Provide administrative team opportunities for PD in instructional leadership	08/14	05/17
			B. Administrative team will engage in PD book talks	08/14	05/17
			C. Provide administrative team PD in core content areas to build capacity as instructional leaders.	08/14	05/17
			D. Provide administrative team the opportunity to train on data analysis using DMAC &Lead 4 Ward.	08/14	05/17
			E. Allocate funding to cover travel expenditures to leadership conferences. Stipends will be pd for people attending.	08/14	05/17
			F. Provide administrative team PD on discipline & positive behavior interventions.	08/14	05/17
			G. Teacher teams walk with administrators to develop instructional calendars, policies, & procedures	08/14	05/17
			H. Provide administrative team paid planning time to engage in data-based instructional planning sessions. (2/6 wks)	08/14	05/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	*Providing strong leadership*	3. Identify and reward school leaders 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.	A. Provide school leaders financial incentives based on student achievement data – Principal and Supervisor	08/14	05/17
			B.		
			C.		
			D.		
		4. 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.	A. Provide principal operational flexibility to receive priority support from Central Office administrative staff.	08/14	05/17
			B. Provide principal operational flexibility to supplement the instructional program.	08/14	05/17
			C. Campus will have operational flexibility to have an open budget calendar.	08/14	05/17
			D.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	*Redesigned School Calendar*	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Academic Summer Institutes-with local colleges or universities for students & parents	08/14	05/17
			B. Host STAAR content-area review camps for struggling students.	08/14	05/17
			C.Host Science & Math-based camps to improve hands-on instruction.	08/14	05/17
		2. Provide 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.	A. Host TEKS camps to reteach priority lessons via a pull-out session.	08/14	05/17
			B.		
			C.		
		3. Provide 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.	A. Math & Reading Summer Academies for incoming 3rd grade students who did not meet academic readiness based on district criteria.	08/14	05/17
			B. Provide students with enrichment opportunities via after-school-student clubs	08/14	05/17
			C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. Provide teachers paid instructional planning time to prepare valid, reliable assessment instruments.	08/14	05/17
			B. Provide teachers paid opportunities to collaborate & plan instructional lessons based on data.	08/14	05/17
			C. Allocate time & money for teachers to attend PD sessions & conferences.	08/14	05/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	*Ongoing Family and Community Engagement*	1. Provide ongoing mechanisms for family engagement	A. Involve parents from various backgrounds in school decision making.	10/14	5/17
			B. Conduct parent/teacher conferences.	10/14	5/17
			C. Acknowledge & include family members' diverse skills, talents, in school activities.	10/14	5/17
			D. Recruit volunteers to actively participate in school activities.	10/14	5/17
			E. Provide literacy opportunities for parents, students, teachers, & staff to meet with live authors.	10/14	5/17
		2. Provide ongoing mechanisms for community engagement	A. Hire a Parent Coordinator.	10/14	5/17
			B. Host family literacy & math nights. Parents check out library books, iPads, laptops.	10/14	5/17
			C. Community engagement team-building project, "Planting the Seeds of Our Future" (2x/year)	10/14	5/17
			D. Coordinate make-and-take sessions for parents	10/14	5/17
			E. Imagine Learning technology program for parents to increase literacy.	10/14	5/17

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Improve School Climate	*Improve School Climate*	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. Campus implements Positive Behavior Intervention & Support (PBIS) system.	10/14	5/17
			B. Staff participates in Organizational Health Institute (OHI).	10/14	5/17
			C. Initiate positive rewards program for staff members.	10/14	5/17
			D. Host celebrations for students meeting academic & attendance goals.	10/14	5/17
			E. Promote college readiness by allocating funds for student educational field trips, such as to in-state universities, museums, the zoo, birding centers, wild life refuge.	10/14	5/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	1. Use rigorous, transparent, and equitable evaluation systems for teachers 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 and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: *Student growth* means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Teacher teams will meet with administration to develop & articulate a clear vision of expectations for student learning	10/14	5/17
			B. Professional Learning Communities (PLC) paid once a month	10/14	5/17
			C. Staff will meet to develop a common definition for effective instruction & what this would look like in the classroom.	10/14	5/17
			D. Ongoing meetings to develop clear understanding of teacher evaluation instrument components.	10/14	5/17
			E. Ongoing meetings with Campus Leadership Team to establish short & long term goals for increasing teaching effectiveness based on grade-level needs	10/14	5/17
			F. Communication of focus & expectations for weekly walkthrough visits	10/14	5/17
			G.		
			H.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	2. Identify and reward 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.	A. Community Engagement in the Classroom Award -Parent-School Engagement in the Classroom Award ;Teacher-to -Teacher recognition award	10/14	05/17
			B .Weekly/Monthly Teacher/Staff Recognition	10/14	5/17
			C. Going above and beyond, Demonstrating leadership in the campus, Teacher of the Month	10/14	5/17
			D.		
		3. 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.	A. Provide staff development training on Differentiated Instruction. Vaughn Gross	10/14	5/17
			B. Provide Staff Development on Literacy (Reading & Writing) Instruction on the 5 Components of Reading & Writing K-5. Antonio Fierro, Vaughn Gross	10/14	5/17
			C. Provide staff development training in early childhood. Dr. Rodriguez	10/14	5/17
			D. Provide staff development training in mathematics. Sharon Wells	10/14	5/17
			E. Provide staff the opportunity to attend Advancing Improvement in Education, Learning Forward, TCDSS, School Improvement Conference & the Model Schools Conferences.	10/14	5/17
			F. Provide staff development training in the content areas. Margaret Kilgo	10/14	5/17

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Increase Teacher Quality	*Ensure Effective Teachers*	4. 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 / turnaround school.	A. Pay up to $3,000 stipend to retain highly-effective teachers in 3rd- 5th & Special Programs teachers whose students' academic growth is evident based on STAAR & TELPAS State assessments.	10/14	5/17
			B. Pay up to $3,000 stipend to retain highly-effective teachers in Pre-Kinder whose students' academic growth is evident based on MClass Circle Assessment	10/14	5/17
			C. Pay up to $3,000 stipend to retain highly-effective teachers in Kinder -2nd whose students' academic growth is evident based on TPRI/Tejas Lee and TELPAS State assessments.	10/14	5/17
			D. Teacher teams & administrators will collaborate to develop a rubric to identify and reward teachers & administrators based on students' academic growth.	10/14	5/17

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Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	*Strengthen the School's Instructional Program*	1. 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.	A.		
			B.		
			C.		
			D.		
			E.		
		2. 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.	A.		
			B.		
			C.		
			D.		
			E.		

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Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	*Use of Data to Inform Instruction*	1. 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.	A.		
			B.		
			C.		
			D.		
			E.		
		2. 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.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	*Providing strong leadership*	1. Replace the principal.	*Provide name and date of hire for principal or date of anticipated replacement:*		
		2. Grant principal sufficient operational flexibility (including in staffing, calendars / time, and budgeting) to implement a fully comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	A.		
			B.		
			C.		
			D.		
			E.		
		3. Adopt a new governance structure, which may include, but it 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 τA.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	*Redesigned School Calendar*	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A.		
			B.		
			C.		
		2. Provide 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.	A.		
			B.		
			C.		
		3. Provide 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.	A.		
			B.		
			C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A.		
			B.		
			C.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	*ngoing Family and Community Engagement*	Provide appropriate community-oriented services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		
Improve School Climate	*Improve School Climate*	Provide appropriate social-emotional services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	1. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent.	A.		
			B.		
			C.		
			D.		
		2. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, select new staff.	E.		
			F.		
			G.		
			H.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	3. 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.	A.		
			B.		
			C.		
			D.		
			E.		
		4. 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 turnaround school.	A.		
			B.		
			C.		
			D.		

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Part 2: Intervention Model Requirements and Timeline (RESTART MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Restart Model Requirements: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (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.) A restart model must enroll, within the grade a it serves, any former student who wishes to attend the school.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	*Strengthen the School's Instructional Program*	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	*Use of Data to Inform Instruction*	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	*Providing strong leadership*	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	*Redesigned School Calendar*	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	*Ongoing Family and Community Engagement*	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	*Improve School Climate*	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	A.		
		B.		
		C.		
		D.		
		E.		

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Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be 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.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	*Strengthen the School's Instructional Program*	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	*Use of Data to Inform Instruction*	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	*Providing strong leadership*	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	*Redesigned School Calendar*	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	*Ongoing Family and Community Engagement*	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	*Improve School Climate*	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	A.		
		B.		
		C.		
		D.		
		E.		

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

County-district number or vendor ID: 108912	Amendment # (for amendments only):

Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

La Joya ISD's established resources and support services make it possible for all awarded campuses to fully and effectively implement the required activities of the school intervention model. Enabled by the district's capacity, awarded campuses will be able to carry out all required activities for the duration of the grant. This will occur, of course, only as a support system as the LEA recognizes that SIG funds are campus-based funds and must be expended this way.

Our LEA fully understands that awarded campuses will need its unconditional support to be successful through their transformation process. Elodia R. Chapa Elementary has requested support from trained specialists at the district level as their grant indicates the following: Academic performance will improve as a result of district support in the implementation of technology resources and instructional programs and software in the classroom. LEA will provide research and support in implementing best practices and research based methodologies that are strategic and pedagogically aligned with the campus needs and grant requirements. In addition, support will be rendered in the area of parent/community engagement and on-going specific staff development that promote engaging lessons and increased opportunities for student success.

The capacity in place to provide resources and support services with specialists in the area of curriculum and instruction include: Advanced Academic Services, Athletic, Bilingual/ESL, Career and Technical Education (CTE), Content Area (Math, Reading, Science, and Social Studies) Departments, Curriculum and Evaluation, Early Childhood, Elementary Education, Federal and State Programs, Fine Arts, Migrant Education, Physical Education/Health, Secondary Education, Section 504 / GEH and Dyslexia, Special Education, and Staff Development.

The capacity in place to provide resources and support services with specialists in the area of administration and finance include: Accounting, Accounts Payable, Asset Management, Budget & Finance, Child Nutrition Services, Custodial, Employee Assistance Benefits, Facilities, Payroll, Physical Plant Operations, Purchasing and Warehouse Operations, Risk Management, School Support Services, and Transportation. Additionally, there are additional specialists in the following areas: Academies, Computer Services, Dropout Prevention, Guidance & Counseling / SDFSC, Health Services, Instructional Resources & Technology, Library Media/Textbook, P.E.I.M.S, Parental Involvement, Print Shop, Student Services, and the Television Station.

To ensure that each awarded campus uses the LEA's resources and support services fully and effectively to implement the required activities of the school intervention model, the newly-established TTIPS Grant Department will work closely with the all of the previously-mentioned departments. This collaboration with each campus TTIPS Grant team (principal, campus grant administrator, campus grant secretary, SBDM committee, others) will make it possible for the timely implementation of required activities. Grant activities have been designed so that the school district offers support to all stakeholders through their grant implementation timetable and beyond. School support will be provided as district coordinators assist campus in implementing their proposed model; offer instructional support to staff, students, and parents the support needed.

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

County-district number or vendor ID: 108912	Amendment # (for amendments only):

Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

No- Pre-Implementation Activities will take place prior to August 1, 2014.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 108912	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: 108912 | 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: 108912 | 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 partnerships 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 partnerships	☐	☐	☐
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: 108912 | 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 on tape	☐	☐	☐
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: 108912	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 partnerships	☐	☐	☐
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 partnerships 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 teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☐	☐
N04	Provide intern program for new teachers	☐	☐	☐
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 and newspapers 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	☐	☐	☐
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Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐

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