Texas Education Agency
Standard Application System (SAS)

2015–2020 Texas Title I Priority Schools, Cycle 4

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:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	Place date stamp here. RECEIVED TEXAS EDUCATION AGENCY 2015 AUG 20 AM 10: 50 DOCUMENT CONTROL CTR
Submittal information:	**Six** complete copies of the application, 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:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
El Paso Independent School District	071-902	Telles Academy	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
	19	TX-016	079841979

Mailing address	City	State	ZIP Code
6531 Boeing Drive	El Paso	TX	79925

Primary Contact

First name	M.I.	Last name	Title
Ramon		Lozano	Exec. Dir. School Ldrshp Oper.
Telephone #	Email address		FAX #
(915) 230-2484	rslozano@episd.org		

Secondary Contact

First name	M.I.	Last name	Title
Karen	E	Taylor	Discretionary Grants Manager
Telephone #	Email address		FAX #
915-230-2346	ketaylor@episd.org		915-230-3097

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
Juan	E.	Cabrera	Superintendent
Telephone #	Email address		FAX #
915-230-2581	superintendent@episd.org		915-230-0575

Signature (blue ink preferred) — Date signed: 8/19/2015

Only the legally responsible party may sign this application.

701-15-107-027

Schedule #1—General Information (cont.)

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Part 1: Required Attachments

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

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

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

Part 2: Acceptance and Compliance

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	The LEA/campus provides assurance that if it selects to implement the **transformation model**, the campus will meet all of the following federal requirements: 1. Develop and increase teacher and school leader effectiveness. (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- i. Take into account data on ***student growth*** as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and ii. Uses the definition of ***student growth*** as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable

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across classrooms.

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

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

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

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

2. Deliver comprehensive instructional reform strategies.

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

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

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

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

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

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

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

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

4. Providing operational flexibility and sustained support.

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

(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).

8. The LEA/campus provides assurance that if it selects to implement the **Texas state-design model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an ***Early College High School*** (ECHS). In doing so, the LEA/campus will implement the following:

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

2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.

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

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4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.

5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
   (A) Data to identify the population at risk of dropping out of school;
   (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
   (C) Early College brochures in all languages relevant to the school community;
   (D) Written communication plan for relevant target audiences: parents, community members, school board.

   Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:

   (A) Partnership between the school district and an institute of higher education (IHE) that:
      i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
      ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
      iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
   (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
   (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016

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

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.
   Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
   (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate

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degree.

(B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.

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

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

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

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

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

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:

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

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

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

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

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

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

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

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an

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elementary school, the campus will implement in accordance with the following federal requirements:

1. Offer full-day kindergarten.

2. Establish or expand a high-quality preschool program.
   A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
   (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
   (B) High-quality professional development for all staff;
   (C) A child-to-instructional staff ratio of no more than 10 to 1;
   (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
   (E) A full-day program;
   (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
   (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
   (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
   (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
   (J) Program evaluation to ensure continuous improvement;
   (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
   (L) Evidence-based health and safety standards.

3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.

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

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

6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
   (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
   (B) Are designed and developed with teacher and principal involvement;

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

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

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educators.

9. Use data to identify and implement an instructional program that is:
   (A) Research-based;
   (B) Developmentally appropriate;
   (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
   (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.

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

11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
   (A) Aligned with the school's comprehensive instructional program
   (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.

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

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

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

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

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

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
   (A) Screen all existing staff and rehire no more than 50 percent; and
   (B) Select new staff

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

4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

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

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

8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
   (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
   (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
   (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

9. Provide appropriate social-emotional and community-oriented services and supports for students.

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

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

1. Implement an evidence-based whole-school reform in partnership with a model developer.
   (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.

2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
   (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
   (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
   (C) A study which used a large sample and multi-site sampling.

3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.

4. The whole-school model must implement the model for all students in the school.

5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
   (A) School leadership
   (B) Teaching and learning in at least one full academic content area
   (C) Non-academic supports for students
   (D) Family and community engagement

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

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	1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. 2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by: (A) significant improvement in academic achievement (B) success in closing achievement gaps either within a school or relative to other public schools (C) High school graduation rates (D) No significant compliance issues in the areas of civil rights, financial management and student safety. 3. Enroll, within the grades it serves, any former student who wishes to attend the school. If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
13.	The LEA/campus provides assurance that if it selects to implement the **closure model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **Rural LEA applicant** may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html
15.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements: 1. Implement an evidence-based whole-school reform in partnership with a model developer. (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation

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	with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	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.
19.	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.
20.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
21.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
22.	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.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.
Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation,** and **sustained reform.**
Summarize the district commitments to achieve foundational elements through the district's:

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

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

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

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

The El Paso Independent School District has embarked on a mission in order to transform teaching and, therefore, learning by launching several district-wide initiatives. These initiatives are focused on providing students with skills that are essential for success in an increasingly technological, competitive, and complex world. These initiatives include the following:

- establishing an online data center that will provide educators full access to any detail pertaining to their students' profiles;
- online diagnostic tools which will assist teachers and administrators in the measuring of student performance and progress;
- new teacher and administrator evaluation instruments;
- a support system that involves the placing of instructional leaders on campuses for the purpose of instruction improvement;
- a program for training school staff in positive behavioral interventions and supports (PBIS); and,
- distributing laptops to students which will replace textbooks.

The District recognizes that technology must be the powerful force that results in high expectations as students are propelled into a highly competitive global market. Because of diverse and unique characteristics of every school, the District recognizes the need for operational flexibility on each campus, including its alternative campuses.

The District recognizes that Raymond Telles Academy strives to provide a holistic approach that will foster self-esteem; academic excellence; positive attitudes; respect for self and others; self-discipline; leadership; and critical thinking in order that students be able to meet the challenges of a rapidly changing world. The outstanding organizational structures, the existing capacity and resources, and the communication structures that exist at Raymond Telles Academy will only be enhanced by grant funding, funding that will contribute to the holistic education of each student, i.e., his/her attaining the skills that will lead to a productive place in a multicultural and complex society.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 071-902	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.

As the instructional leader at Raymond Telles Academy, I will implement those things which I deem to be necessary for a successful holistic program to prevail. Communication among all at Raymond Telles Academy is fundamental. First of all, everyone's role will be clearly defined.

Students will be made aware that they are to have excellent attendance records, aspire to be successful in their studies, and demonstrate self-discipline if they are to return to their home campuses as soon as they have earned the right. Students will understand that they will be treated with dignity, that they have definite rules to follow, and that consequences for breaking rules will be fair, appropriate, and consistent. They will be assigned to homerooms where they will engage in activities for character development, stress-management, vocabulary growth, and self-esteem improvement. They will be attentive to the daily announcements.

The faculty and staff will fulfill their roles in the most professional ways possible in an atmosphere of respect, trust, and understanding. They will be thoroughly apprised of that which is expected.

Teachers will:

- collaborate with their peers;
- plan meaningful lessons;
- provide interventions as needed;
- attend monthly faculty meetings;
- belong to academic teams;
- post appropriate rules in their classrooms and hold students accountable;
- dress appropriately;
- avoid tardiness and absences unless they are absolutely necessary;
- participate fully in parent-teacher conferences;
- demonstrate initiative;
- provide a program that will enable students to return to their home campuses in the most timely manner; and,
- assist in the reduction of the recidivism rate.

The faculty will understand that Raymond Telles Academy is data driven and that they must use collection tools for obtaining and making excellent use of the data.

Parents will be provided with a calendar of events for the year. If a change in the calendar is necessary, the change will be communicated in the quarterly bulletin. Parents will be kept abreast of their student's progress, or lack of, and will be involved in parent-teacher conferences, scheduled or impromptu.

A strong support staff will serve as liaison between Raymond Telles Academy and the students' home school. The support staff will help to ensure that a student receives follow-up services once he/she returns to the home campus, thus helping to reduce the recidivism rate.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 071-902	Amendment # (for amendments only):
Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	
Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	Fund code: 276

Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre-award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	$164,393	$62,973	$0	$165,347	$63,344	$168,321	$64,500	$171,356	$65,679	$174,451	$66,882	**$1,167,246**
#8-Professional and Contracted Services	6200	$90,000	$0	$0	$90,000	$0	$90,000	$0	$90,000	$0	$90,000	$0	**$450,000**
#9-Supplies and Materials	6300	$252,288	$0	$0	$213,000	$0	$195,000	$0	$173,000	$0	$170,000	$0	**$1,003,288**
#10-Other Operating Costs	6400	$80,332	$0	$0	$80,332	$0	$80,332	$0	$80,332	$0	$80,332	$0	**$401,660**
#11-Capital Outlay	6600/ 15XX	$1,025,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$1,025,000**
Consolidate Administrative Funds			☐ Yes ☐ No										
1.848% indirect costs (see note):		N/A	$12,011	N/A	N/A	$11,310	N/A	$11,053	N/A	$10,725	N/A	$10,749	**$55,848**
Grand total of budgeted costs (add all entries in each column):		**$1,612,013**	**$74,984**	**$0**	**$548,679**	**$74,654**	**$533,653**	**$75,553**	**$514,688**	**$76,404**	**$514,783**	**$77,631**	**$4,103,042**

Administrative Cost Calculation

Enter the total grant amount requested:	$4,103,042
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:	**$205,152**

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

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

NOTE:

- No more than $2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 071-902 | Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional										
1	Teacher	2	0	$98,466	$0	$100,435	$102,444	$104,492	$106,582	**$512,419**
2	Educational aide			$	$	$	$	$	$	**$**
3	Tutor			$	$	$	$	$	$	**$**
Program Management and Administration										
4	Project Director/DCSI	1	0	$50,850	$0	$51,867	$52,904	$53,962	$55,042	**$264,625**
5	Title			$	$	$	$	$	$	**$**
6	Title			$	$	$	$	$	$	**$**
Auxiliary										
7	Title			$	$	$	$	$	$	**$**
8	Title			$	$	$	$	$	$	**$**
9	Title			$	$	$	$	$	$	**$**
Other Employee Positions										
10	Clerk	1	0	$32,372	$0	$33,020	$33,680	$34,354	$35,041	**$168,467**
11	Title			$	$	$	$	$	$	**$**
12	Title			$	$	$	$	$	$	**$**
13	Subtotal employee costs:			$	$	$	$	$	$	**$**
Substitute, Extra-Duty Pay, Benefits Costs										
14	6112 Substitute pay			$	$	$	$	$	$	**$**
15	6119 Professional staff extra-duty pay			$	$	$	$	$	$	**$**
16	6121 Support staff extra-duty pay			$	$	$	$	$	$	**$**
17	6140 Employee benefits			$45,678	$0	$43,369	$43,793	$44,227	$44,668	**$221,735**
18	61XX Tuition remission (IHEs only)			$	$	$	$	$	$	**$**
19	Subtotal substitute, extra-duty, benefits costs			$45,678	$0	$43,369	$43,793	$44,227	$44,668	**$221,735**
20	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$227,366**	**$0**	**$228,691**	**$232,821**	**$237,035**	**$241,333**	**$1,167,246**

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 Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 071-902

Amendment # (for amendments only):

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

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
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:	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	Consultants fees to provide stakeholder training on grant-related instructional programs (such as Boy's Town, Creative Kids, Child Guidance, Teen Truth, and other district initiatives such as behavior management, character education, etc.)	☐	$60,000	$0	$60,000	$60,000	$60,000	$60,000	**$300,000**
2	3rd party evaluator to evaluate program effectiveness	☐	$30,000	$0	$30,000	$30,000	$30,000	$30,000	**$150,000**
3		☐	$	$	$	$	$	$	$
4		☐	$	$	$	$	$	$	$
5		☐	$	$	$	$	$	$	$
6		☐	$	$	$	$	$	$	$
7		☐	$	$	$	$	$	$	$
8		☐	$	$	$	$	$	$	$
9		☐	$	$	$	$	$	$	$
10		☐	$	$	$	$	$	$	$
b.	Subtotal of professional services, contracted services, or subgrants:		**$90,000**	**$0**	**$90,000**	**$90,000**	**$90,000**	**$90,000**	**$450,000**

a. Subtotal of professional and contracted services requiring specific approval:	$0	$0	$0	$0	$0	$0	**$0**
b. Subtotal of professional services, contracted services, or subgrants:	$90,000	$0	$90,000	$90,000	$90,000	$90,000	**$450,000**
c. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:	$0	$0	$0	$0	$0	$0	**$0**
(Sum of lines a, b, and c) Grand total	**$90,000**	**$0**	**$90,000**	**$90,000**	**$90,000**	**$90,000**	**$450,000**

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For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 071-902 | Amendment number (for amendments only):

Expense Item Description

	Technology Hardware—Not Capitalized											
	#	**Type**	**Purpose**	**Quantity**	**Unit Cost**	**Year 1**	**Year 1 Pre-Award**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Total Budgeted Across all Years**
6399	1	Laptops	Grant staff	2	$715	$32,288	$0	$20,000	$20,000	$0	$0	**$72,288**
	2	Computers	Grant staff	1	$503							
	3	Printers	Grant staff	1	$355							
	4	Music instruments	Instruction	140	$500							
	5				$							
6399	Technology software—Not capitalized					$	$	$	$	$	$	**$**
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:					$220,000	$0	$193,000	$175,000	$173,000	$170,000	**$931,000**
	Grand total:					**$252,288**	**$0**	**$213,000**	**$195,000**	**$173,000**	**$170,000**	**$1,003,288**

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 071-902 | Amendment number (for amendments only):

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
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:	$80,332	$0	$80,332	$80,332	$80,332	$80,332	**$401,660**
	Grand total:	**$80,332**	**$0**	**$80,332**	**$80,332**	**$80,332**	**$80,332**	**$401,660**

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost anc Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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

County-District Number or Vendor ID: 071-902

Amendment number (for amendments only):

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

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX—Library Books and Media (capitalized and controlled by library)										
1		N/A	N/A	$	$	$	$	$	$	$
66XX/15XX—Technology hardware, capitalized										
2			$	$	$	$	$	$	$	$
3			$	$	$	$	$	$	$	$
4			$	$	$	$	$	$	$	$
5			$	$	$	$	$	$	$	$
6			$	$	$	$	$	$	$	$
7			$	$	$	$	$	$	$	$
8			$	$	$	$	$	$	$	$
66XX/15XX—Technology software, capitalized										
9			$	$	$	$	$	$	$	$
10			$	$	$	$	$	$	$	$
11			$	$	$	$	$	$	$	$
12			$	$	$	$	$	$	$	$
13			$	$	$	$	$	$	$	$
66XX/15XX—Equipment, furniture, or vehicles										
14			$	$	$	$	$	$	$	$
15			$	$	$	$	$	$	$	$
16			$	$	$	$	$	$	$	$
17			$	$	$	$	$	$	$	$
18			$	$	$	$	$	$	$	$
19			$	$	$	$	$	$	$	$
20			$	$	$	$	$	$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life										
21	Resurface basketball court, add shade cover near court, and divide conference room into two classrooms.			$1,025,000	$0	$0	$0	$0	$0	$1,025,000
	Grand total:			$1,025,000	$	$	$	$	$	$1,025,000

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Costs and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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

County-district number or vendor ID: 071-902 | Amendment # (for amendments only):

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

Category	Number	Percent	Data Source
Total Enrollment	76		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	4	5.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	70	92.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	2	2.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	0	0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	70	92.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	13	17.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	16	21.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	DNA		
Disciplinary placements in In-School Suspension	DNA		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	DNA		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	DNA		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	DNA		2014-2015 PEIMS report #425; code #C164
Attendance rate		77.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		81.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	DNA	DNA	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	DNA	DNA	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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

County-district number or vendor ID: 071-902 | Amendment # (for amendments only):

Part 2: Student Demographics- Comments

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

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

Raymond Telles Academy serves 100% at risk students. Additionally, 92.1% of our students are economically disadvantanged.

Some of the other demographic factors not included in district data were students suffering/displaying undiagnosed mental health issues.

A large number of our students have many of the following issues: raised in single parent households, rasied by elderly grandparents, suffered abandonment, lack parental guidance, endure environmental issues/pressures to include sexual, physical and emotional trauma.

Due to these hardships, many students resort to substance abuse and gang affiliations in order to cope with their issues.

Students are typically off grade level, have failed many classes and have fallen through the cracks through their educational careers.

The following information provides a clearer understanding of our population:

2014-15 RAYMOND TELLES ACADEMY AGE BY GRADE

Ages	9th Gd		10th Gd		11th Gd		12th Gd		Total
14	9	23.68%	0	0	0		0		
15	17		1	7.14%	1		0		
16	10		6		4		0		
17	2		3		6	84.62%	1	11.11%	29.73%
18	0		4		0		6		
19	0		0		2		1		
20	0		0		0		1		
		29.00	13		2		8		
Total		38	14		13		9		74

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

County-district number or vendor ID: 071-902 | Amendment # (for amendments only):

Part 3: Staff Demographics- Data

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

Category	Number	Percent	Data Source
Total Staff	25.4		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	15.9	62.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	5.5	21.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	2	7.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	2	7.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	0	0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	9.5	59.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	5.7	36.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0.7	4.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	0	0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	7.4	46.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	2	12.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	4.6	28.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	2	12.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	-		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	45,352		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	48,485		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	49,930		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	67,170		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	1	3.9%	2014-2015 Public Education Information Management System (PEIMS)
Staff with Bachelor's degree as highest level attained	20	78.7%	2014-2015 Public Education Information Management System (PEIMS)
Staff with Master's degree as highest level attained	7	27.6%	2014-2015 Public Education Information Management System (PEIMS)
Staff with Doctoral degree as highest level attained	0	0.0%	2014-2015 Public Education Information Management System (PEIMS)

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

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

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

Raymond Telles Academy has added 16 tutors as resources to address the school's academic goals for students.

Raymond Telles has 19 teachers, two paraprofessionals, one full time substitute, three campus patrols, two custodians, one Assistant Principal, one Principal, one intake administrator, one secretary, one registrar, one attendance/discipline clerk, one nurse, one counselor, two social workers, one parent engagement leader and one part time librarian and sixteen tutors.

The trend of the student population at RTA over the past two years has changed from mainly academic issues to now incorporating profound issues with social, emotional, and physical detriments.

Therefore, ALL staff that interact with the student population require specific training, beyond their areas of expertise, that address the academic, social, emotional, and physical needs of each student.

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

County-district number or vendor ID: 071-902 | Amendment # (for amendments only):

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

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										39	15	7	15	76

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										DNA	DNA	DNA	DNA	15.9

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Schedule #13—Needs Assessment

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

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

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

Assigned teacher leaders to work within their PLCs to discuss and gather data. The principal sat with different groups of staff members to gather data as well.

The model we will implement will be the transformation model. Campus goals are as follows:
Increase professional development geared toward improving campus/student and community relationships. Improve attendance rate, increase parental involvement, improve student motivation and engagement, improve level of teaching standards. To implement programs to improve literacy in math and reading, insure that lesson delivery coincides with districtwide initiatives of active engagement and active learning. Utilize the PBS framework to improve school culture, teach staff skills to respond positively to student behavior.

Weekly PLC meetings occurred as well as monthly parent meetings held where information was gathered. A very small number of parents participated and gave input. Support staff met quarterly to address issues and concerns and to enhance service delivery to students and parents.

The Transformation Model is the model selected by the El Paso Independent School District for Raymond Telles Academy. The campus goals are as follows:
Increase professional development geared towards improving campus, student, and community (businesses) relationships; increase parental involvement; improve student motivation and engagement; improve student and teacher attendence rates; implement programs to improve literacy in math and reading; implement disrictwide initatives that assist teachers to ensure active engagement and learning in the classroom; utilize the Positive Behavioral Interventions and Supports, (PBIS), framework to improve school culture; and implement Professional Learning Communities, (PLC's), to address and share best practices while implementing district curriculum.

Planning process included the following:
Weekly PLC meetings- included all teachers
Monthly Parent meeting (less than ten in attendance per meeting)
Quarterly Staff and Faculty meetings

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ Transformation

- ☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

- ☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

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

This model emphasizes the social and emotional well being of our students. Being an alternative campus, more attention to this area is essential.

This model will help provide a comprehensive holistic approach to substantially approve student achievement outcomes and improve graduation rates while providing operational flexibility.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

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

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

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

Feedback was solicited informally upon student withdrawal. Social workers utilized an "exit interview" to gather student input on their experience at RTA.

To meaningfully engage families and the community in the implementation of the selected model, the campus intends to create a formal parent survey, Due to the nature of our mobile population, the survey will be given to all incoming/outgoing students and parents on their experience while enrolled at our campus. The campus will continue mandatory parental attendence during the student intake process. The campus will implement mandatory parent attendance at a minimum of two parent meetings during the students' enrollment at RTA. We would also create a separate survey for our local businesses to gage their thoughts/opinions on how our campus impacts their community.

The EPISD selected the Transformation Model for RTA

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Schedule #14—Management Plan

County-district number or vendor ID: 071-902 | Amendment # (for amendments only):

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

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Role/Function not defined in guidelines; will follow guidelines once established/defined.	Qualifcation, etc. not defined in guidelines; will follow guidelines once established/ defined.
2.	Executive Directior-School Leadership Operations	District oversight/direction	Master's degree in education; emphasis in school leadership desired; Valid Texas Principal Certificate; Five years teaching experience; Five years administrative experience, including work with public school budgets and operations
3.	Principal	Oversees and supports the implementation of the transformation model and all of it's components to include coordination of staff activites.	Master's degree; Valid Texas Mid-Management, Administrative, or Principal's Certificate. Three years of related administrative experience in education to include at least two years AP experience; Three years experience as a classroom teacher at the high school level
4.	Assistant Principal	Assists with the implementation of the model and helps to coordinate staff and activities. Assists with the gathering of data and other pertinent information.	Master's Degree; Valid Texas Mid-Management, Administrator, or Principal's Certificate; Three years teaching experience
5.	Instructional Staff	Improve student academic success	Bachelor's degree; Valid Texas Teacher Certification; Meet H.Q. status for subject assigned according to No Child Left Behind Act; Student teacher or approved internship experience.
6.	Campus Social Workers	Provide students socio-emotional and academic guidance	Bachelor's Degree in social work or related field; Knowledge of local social agencies; Strong organizational, communication, public relations and interpersonal skills; Three years experience in social work;
7.	Counselor	Provides input and assists with the family and community engagement portion of the model. Can also assist in gathering and interpreting data.	Master's degree; Valid Texas School Counselor Certificate; Two years teaching or counseling experience.
8.			
9.			

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 071-902 | Amendment # (for amendments only):

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

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	El Paso Child Guidance	Student and family counseling. Trauma training for faculty, staff and families.	LSW, MSW OR LPC
2.			
3.			
4.			
5.			
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10.			

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

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

Administrators will be conducting daily walkthroughs to provide support and encouragement. We will be attending departmental planning/instructional meetings.

Campus administrators will be holding meetings to share data on student/program progress.

Roles will be clearly defined for campus staff/personnel to ensure that everyone understands their roles and responsibilities.

Provide mentors/support for new faculty/staff

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide 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.

We will ensure that we maintain a well trained faculty/staff.

Continue to operate our campus in the manner in which it ran under the grant by ensuring that we continue to follow the plan set in place.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

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

The implementation of the new teacher evaluation system known as the T-TESS.

Due to the nature of our campus being a district wide campus, data collection on statewide assesments are difficult to obtain. The mobility rate of our student population impedes the gathering of data. The information we can gather include attendence, discipline and academic success. The district will be implementing new initiatives such as Silverback, Renaissance, PBIS, Odysseyware and piloting the T-TESS.

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

The processes for collecting Data will include: parent/student/teacher survey results; grade reports every three weeks; discipline summaries; weekly attendence reports; monthly parent contact logs; teacher/staff evaluations; pre/post literacy evaluations; tutoring logs; social worker/nurse contact logs; sign in sheets and meeting agendas from parent meetings and faculty/staff professional developments.

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

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

Administration will evaluate program effectiveness through walk throughs, attending PLC meetings, daily reflection logs from faculty and staff. Evaluating grade, attendence and discipline reports.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

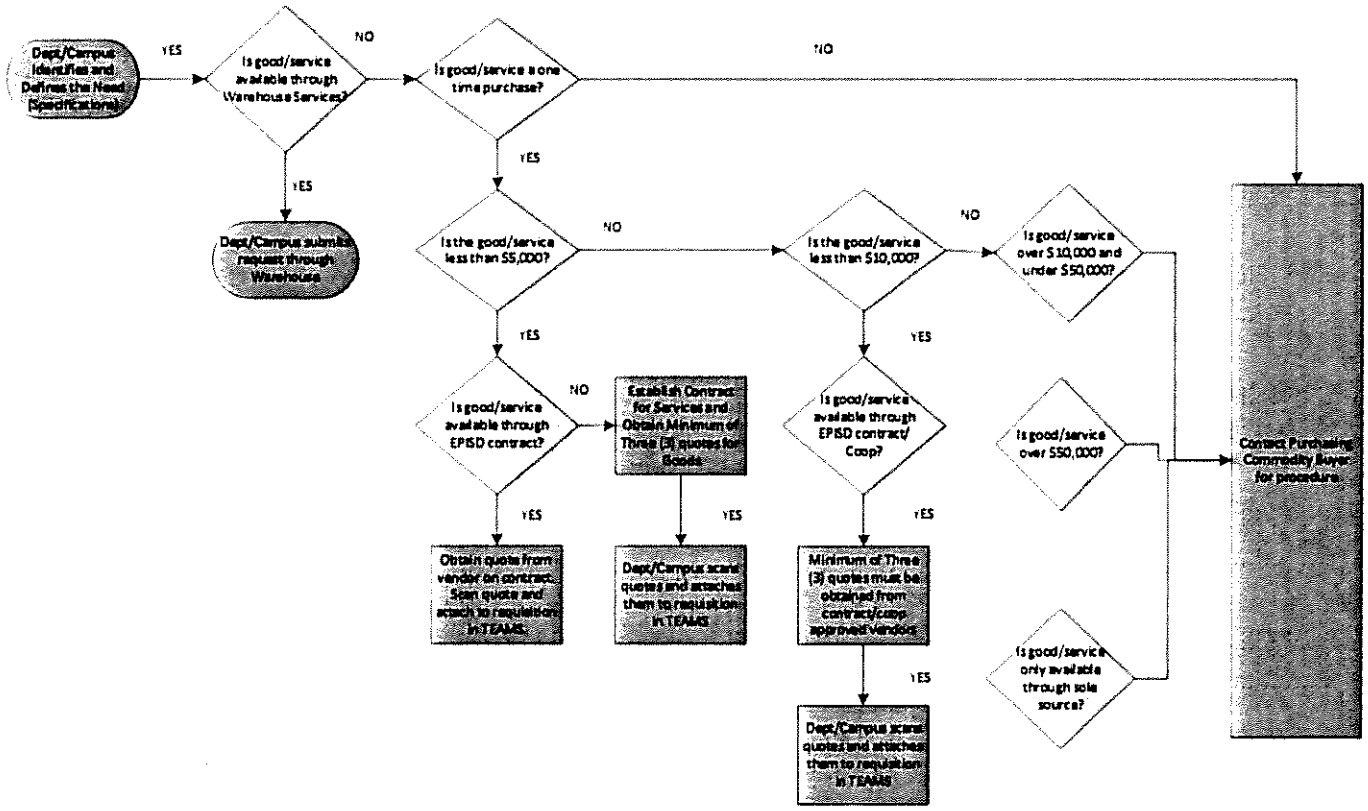
Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

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

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

The District maintains a data base of external providers, many of which may be qualified to provide services under this grant program. EPISD adheres to procurement procedures and must follow these guidelines when selecting external providers. Examples of the internal procurement process are reflected in the flow chart shown below.

DIAGRAM TO OBTAIN GOODS AND SERVICES



NOTE 1: Aggregate purchase amounts will affect your purchase.

NOTE 2: Over $100,000 requires Board Approval.

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

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

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

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

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

External providers selected to participate in the grant program will be carefully monitored as part of the regular program monitoring process. The Project Director will communicate regularly with the contracted provider(s) to ensure that they are following the specifics outlined in the service request/agreement. The Project Director will attempt to resolve disputed services directly with the vendor. If, however, this is not resolved and services are not provided as identified in the appropriate document, the Project Director will work with the District's Purchasing and Legal departments (if applicable) to resolve the issue.

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

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Training for new staff and refresher course for previously trained staff on the Boys Town model.
2.	Sensitivity training on trauma and mental health issues through El Paso Child Guidance and other local agencies.
3.	Motivational speakers to improve culture and climate of campus.
4.	Computer literacy classes and GED program for parents.
5.	Develop an incentives program for students to improve attendance, behavior issues and motivation. Create a point/rewards system.
6.	Monies for the purpose of enhancing the points/rewards system.
7.	Creation of student/parent/teacher surveys.
8.	Parent meetings to include translation services/devices and child care services to enhance parental attendance and engagement.
9.	Funding for refreshments/meals and incentives for parental engagement and student incentives.
10.	Retention of motivational speakers/presenters and professional development.
11.	Purchase of walk-through door frame metal detectors to decrease the likelihood of illegal objects and contraband entering our learning environment.
12.	Implement a rewards system for teacher incentive. (ie.as a parking space for Teacher of the Month)
13.	
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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

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

Individual tutoring
General surveys
Walk Throughs
Achieve 3000
Parent contact logs
Limited incentives
Attendance Reviews

We will improve upon the current plans in place and enhance them by training and staff development. We will review new programs that will enhance the current programs to coincide with district initiatives and RTA improvement goals.

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

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement
Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have began at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	**Chris James**
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	**New principal placed at RTA on July 1, 2015.**

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

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility
Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the ***option*** to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.
Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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

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

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth
Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	Reading assessments Achieve 3000 Renaissance Campus developed benchmark assessments – State assessment data – EOC Grades in progress and progress reports and report cards Attendance patterns and/or other at risk indicators Discipline records/reports PBIS monitoring data (point system)
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	Daily walkthrough observations as well as formal and informal observations through the T-TESS system. Administration attendance/participation in PLC meetings. Daily reflection log from teachers to evaluate daily lessons. Observing district/campus policies and procedures.
Describe how the evaluation system was developed with teacher and principal involvement:	One to two teachers from each campus along with their administrators received in-depth training on the new T-TESS evaluation system. They will then go back to their campuses and train the rest of the faculty on the process. Teacher groups presented the new evaluation system to our district and principal leadership teams. Professional practice – 50 points based on observations, lesson planning, professionalism, i.e. professional dress, student survey, professional development Student growth – 50 points based on academic student survey, student failure rates, grades, pre/post tests, student growth and success and discipline referrals.

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

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal
Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	Professional journal subscriptions, gift cards to purchase educational materials for their classrooms, opportunities to attend professional conferences
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	T-Tess goal setting Peer coaching/mentor teacher Targeted staff development Support from outside district personnel Campus/Instructional specialist – ALL Effective teaching strategies, online training (book studies) Daily monitoring of professional reflective journals
Describe the criteria established for educator removal:	Refer to #3 – professional practice and student growth. The criteria established for educator removal is dependent on the development of an evaluation system (TBD)

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

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students
Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.
These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.
Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy
Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an ***Early College High School*** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	N/A
Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:	N/A
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	N/A

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

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)
Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an ***Early College High School*** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:	N/A

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

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)
Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an ***Early College High School*** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:	N/A

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

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

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

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries. Indicate if the campus will partner with community-based provider to deliver the preschool.	N/A
Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	N/A
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	N/A

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

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 14: Screening and Selecting Staff
Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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

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

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office

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

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

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

N/A

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

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 16: Whole-School Reform Model Developer
Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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

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

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.
Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.
In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.
Applicants not proposing a Restart model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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

County-district number or vendor ID: 071-902	Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools
Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.
These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 071-902 | Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

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

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

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

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

Critical Success Factor:	***Academic Performance/Improve the Instructional Program***

	Planned Intervention	**Period for Implementation**
1.	Trauma counseling	☒ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
2.	Literacy rates in math and reading	☒ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
3.	Close the instructional gap	☒ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☒ Year 3
4.	Develop and refine response to intervention	☒ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☒ Year 3
5.	Increase parental engagement	☒ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☐ Year 3
6.	Increase support for parenting skills and family issues.	☒ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.	Improving teacher directed lesson delivery	☒ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☒ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071-902 | Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor: ***Increase Teacher Quality***

	Planned Intervention	Period for Implementation
1.	Teacher training and staff development to improve lesson delivery.	☒ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☐ Year 3
2.	Sensitivity training for faculty and staff from the El Paso Child Guidance Center to increase awareness of student needs as related to home and other environmental issues.	☒ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
3.	Mental health awareness and services for faculty and staff.	☒ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☒ Year 3
4.	Faculty mentors for new teachers.	☒ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071-902 | Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor: ***Increase Leadership Effectiveness***

	Planned Intervention	Period for Implementation
1.	Professional development for administration	☒ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
2.	Train faculty on the new teacher evaluation system and monitor professional reflection logs to gauge teacher feedback.	☒ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☒ Year 3
3.	Monthly team leader meetings with administration to share feedback from teachers.	☒ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
4.	Strengthen weekly PLC meetings to help teachers gather and evaluate data to improve lesson delivery and student information retention.	☒ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☐ Year 3
5.	PLC will engage in monthly book studies and will "share-out" information with faculty during faculty meetings to increase their knowledge base on current educational trends.	☒ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.	Monitor monthly parent meetings and give input to teachers/staff from parents	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Monitor and evaluate presentations using walk throughs and formal/informal observations. Be involved in parent/teacher conferences. Morning briefing amongst administration team.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071-902 | Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
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Critical Success Factor: ***Increase Use of Quality Data to Inform Instruction***

	Planned Intervention	Period for Implementation
1.	The use of reading interventions such as the Gates–MacGinitie to evaluate Pre/post test information and to place students in correct courses.	☒ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
2.	Shared data information through weekly PLC's	☒ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
3.	Students with low level lexile scores are placed in an additional reading course for extra support.	☒ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
4.	Additional emphasis placed on vocabulary, word of the day strategies for entire campus. Word of the day to be incorporated into everysubject throughout the day.	☒ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071-902 | Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor: ***Increase Learning Time***

	Planned Intervention	Period for Implementation
1.	The master schedule has been adjusted to accommodate the morning security check in procedures so that actual instructional time is not affected/negatively impacted.	☒ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5
2.		☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5
3.		☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5
4.		☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5
5.		☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5
6.		☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5
7.		☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071-902 | Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor: ***Increase Parent/Community Engagement***

	Planned Intervention	Period for Implementation
1.	Parents will be asked to attend monthly parent classes/training in order for students to earn early release.	☒ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5
2.	Campus will invite community speakers/presenters to address parents, faculty and students.	☒ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5
3.	Continued partnership with the El Paso Child Guidance Center.	☒ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5
4.		☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5
5.		☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5
6.		☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5
7.		☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 071-902 | Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
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Critical Success Factor: ***Improve School Climate***

	Planned Intervention	Period for Implementation
1.	Provide activities to increase well being through exercise classes, offer massage therapy, and teaching stress management.	☒ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5
2.	Team building activities to include faculty and staff	☒ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5
3.	Recognition of birthdays, birth announcements, staff achievements/awards	☒ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5
4.	Days to honor/recognize professional contributions such as National School Nurse's week, Teacher appreciation days, etc.	☒ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5
5.	Recognize positive behavior, academic success, attendance , parental support and engagement, and student involvement.	☒ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5
6.		☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5
7.		☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 071-902	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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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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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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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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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	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐

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