Texas Education Agency
Standard Application System (SAS)

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

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

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Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Pharr-San Juan-Alamo ISD	**108-909**	**Elvis J. Ballew Early College High School 108-909-006**	**N/A**

Vendor ID #	ESC Region #	DUNS #
74-6001876	**1**	**023884067**

Mailing address	City	State	ZIP Code
601 East Kelly	**Pharr**	**TX**	**78577**

Primary Contact

First name	M.I.	Last name	Title
Daniel	**P.**	**King**	**Superintendent of Schools**

Telephone #	Email address	FAX #
(956) 354-2000	**drking@psjaisd.us**	**(956) 354-3000**

Secondary Contact

First name	M.I.	Last name	Title
Narciso		**Garcia**	**Deputy Superintendent**

Telephone #	Email address	FAX #
(956) 354-2000	**narciso.garcia@psjaisd.us**	**956-354-3000**

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 withall applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dr. Daniel	**P.**	**King**	**Superintendent**

Telephone #	Email address	FAX #
(956) 354-2000	**drking@psjaisd.us**	**(956) 354-3000**

Signature (blue ink preferred) Date signed 9/27/16

701-16-105-026

Schedule #1—General Information	
County-district number or vendor ID: **108-909**	Amendment # (for amendments only):
Part 3: Schedules Required for New or Amended Applications	

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

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: **108-909**	Amendment # (for amendments only):
Part 1: Required Attachments	

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

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	**Name of Required Program-Related Attachment**	**Description of Required Program-Related Attachment**
No program-related attachments are required for this grant		
Part 2: Acceptance and Compliance		

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: **108-909**	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

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

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

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

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

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

2. Deliver comprehensive instructional reform strategies.
   (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
   (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
3. Increase learning time and create community-oriented schools.
   (A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
      i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
      ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
      iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
   (B) Provide ongoing mechanisms for family and community engagement.
4. Providing operational flexibility and sustained support.
   (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

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

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

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

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

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

1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.
2. Provide a rigorous course of study that enables students to receive a high school diploma and complete

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the Texas Higher Education Coordinating Board's (THECB) core curriculum; or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.

3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.
4. Develop and increase teacher and school leader effectiveness, in a manner consistent with the requirements of the federal school improvement grant Transformation model. I doing so, the LEA/campus must use rigorous, transparent and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081, and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
   (A) Data to identify the population at risk of dropping out of school;
   (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
   (C) Early College brochures in all languages relevant to the school community;
   (D) Written communication plan for relevant target audiences: parents, community members, school board.

   Adapted from Texas Early College High School Blueprint, Benchmark 1
6. By the start of TTIPS full-implementation (Fall 2017), the LEA/campus will have key partnerships in place that will enable success as an ECHS. Key partnerships include:
   (A) Partnership between the school district and an institute of higher education (IHE) that:
      i. Is marked by a signed Memoranda of Understanding with current signature each year of implementation.
      ii. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
      iii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
      iv. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
   (B) Contract/partner with a Texas ECHS demonstration site or other Texas ECHS that has retained designation for at least the last four consecutive years and assessed as exemplary using the Texas ECHS Blueprint, or other ECHS selected as a match partner site by the TEA.

   Adapted from Texas Early College High School Blueprint, Benchmark 2.
7. By the start of TTIPS planning/pre-implementation year (February 1, 2017), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

   Adapted from Texas Early College High School Blueprint, Benchmark 3.
8. Once designated, the LEA/campus will work with a TEA approved Texas ECHS technical assistance provider, and fulfill any conditions required to maintain TEA designation status.
9. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
   (A) Beginning in TTIPS first year of full-implementation (Fall 2017), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.
   (B) By TTIPS second year of full-implementation (Fall 2018), have curriculum in place that enables

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students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model**, the campus will implement in an elementary school and in accordance with the following federal and state requirements:

1. Implement in an elementary school that is eligible under this grant program; further assuring that any student receiving services funded through the grant program is enrolled in the grantee school.
2. Offer full-day kindergarten.
3. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:

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

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(B) High-quality professional development for all staff;
(C) A child-to-instructional staff ratio of no more than 10 to 1;
(D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
(E) A full-day program;
(F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
(G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
(H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
(I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
(J) Program evaluation to ensure continuous improvement;
(K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
(L) Evidence-based health and safety standards.

4. Provide educators, including preschool teachers, time for joint planning across grade levels.
5. Replace the principal who led the school prior to the commencement of the early learning model.
6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
   (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
   (B) Are designed and developed with teacher and principal involvement;
7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation and completion rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.
9. Use data to identify and implement an instructional program that is:
   (A) Research-based;
   (B) Developmentally appropriate;
   (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
   (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
    (A) Aligned with the school's comprehensive instructional program
    (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

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

10. The LEA/campus provides assurance that if it selects to implement the **Turnaround Model**, the campus will meet all of the following federal requirements:
    1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;

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

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

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

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

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

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

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Schedule #4—Request for Amendment

County-district number or vendor ID: **108-909**	Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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

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Schedule #4—Request for Amendment(cont.)

County-district number or vendor ID: **108-909** | Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: **108-909**	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.

Elvis J. Ballew High School is a Priority campus comprised of eager, motivated, and enthusiastic campus/district personnel ready to make significant school improvements. If awarded, the campus will utilize grant funds to implement a high-quality, school-wide Early College High School utilizing the **Texas State-Design Model.** Ballew High School was recently designated as an Early College High School (ECHS) campus in the Spring of 2016. If awarded, 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 ECHS. The proposed program is designed to 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.

Vision and Focus for School Reform: The Campus Intervention Team/P-16 Leadership Initiatives Team's vision is vividly clear that it must exit *Priority* status. Therefore, the team has designed a program that demonstrates a clear ability to benefit from grant resources based on a clear vision for school reform, secured district/campus commitments, and existing capacity and resources. The team has discussed the importance of well-planned organizational and communication structures that should enable reforms to take place. ***(10 pts.)*** In order to ensure the success of the program in implementing long-term reforms, Ballew High School administrators will continue beyond the grant design to work with staff, students and community members to ensure that the vision remains clear, compelling, and connected to teaching and learning. This collective vision will help the campus to focus on what is important, motivate staff and students, and increase the sense of shared responsibility for student learning. The grant funds will help the campus implement school reform through the implementation of the following measures:

- Expanding the recently approved ECHS Model to allow 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 at no cost to the student;
- Developing and increasing teacher and school leader effectiveness through use of the McREL (evaluation system);
- Identifying students requiring more intensive support including those at-risk of dropping out and historically underrepresented in college courses;
- Developing key partnerships that will enable the high school to succeed as an Early College High School;
- Developing and maintaining a leadership team that will focus on P-16 Leadership Initiatives;
- Developing a curriculum that will offer a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses; and
- Developing a reimbursement plan for teachers to continue their education and earn a Master's in Education Degree in their specialized field; therefore, enable these teachers to teach college-level courses.

Sense of Urgent Need for Change: The district/campus personnel and school board understand the urgent need for change. Currently, the campus contributes to the State's achievement gap by having deficiencies in the academic performance of student subgroups over a number of years. So, the vision for school reform and staff accountability will be clearly communicated to and understood by students, parents, school professionals and the community.

High Expectations for Results: High academic expectations will be placed on students and staff. Staff accountability and school reform measures will be made clear. This will include: 1.) Campus staff may be re-assigned to another position; 2.) Campus staff may be reassigned to a different campus; 3.) Staff will be made aware if significant changes are not made, that Texas Education Agency may assign a management team or monitor to oversee the campus operations; and could lead to the campus being closed down and students reassigned to other campuses.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: **108-909** | Amendment # (for amendments only):

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

In order to meet high expectations academically, milestones have been identified that will be used to measure whether or not the campus is on track. The vision for campus reform will be monitored by setting measurable goals that will be met. Each goal is aligned to one of the seven Critical Success Factors (CSF) that have been identified by TEA as being impactful to achieving continuous school improvement. The following objectives will serve milestones:

PROGRAM GOALS

#	Goal	Critical Success Factor
1.	The campus will conduct a minimum of **3** professional development trainings starting in Year 1 and a minimum of 5 in Years 2-4.	Increased teacher quality
2.	Increase the percentage of students who meet STAAR proficiency in Reading from ***29%*** to ***39%*** by the end of Year 2 and will have a minimum of a ***3%*** increase each subsequent year.	Improve academic performance
3.	Increase the percentage of students who meet STAAR profanely in Math from ***56%*** to ***61%*** by the end of Year 2 and will have a minimum of a ***3%*** increase each subsequent year.	
4.	Increase the percentage of students who graduate college-ready in both English and Math from ***3%*** to ***25%*** by the end of Year 2 with a minimum of a ***10%*** increase each subsequent year.	
5.	Increase the attendance rate from **81.2%** to **86.2%** by the end of Year 2 and have a minimum of a ***3%*** increase each subsequent year.	Improve school climate
6.	The campus will decrease the number of at-risk students from **99.5%** to **90%** by the end of Year 2 and will continue to decrease each subsequent year by **5%**.	
7.	In order to increase parental engagement, the campus will create and hold **3** new school-related functions annually, starting in Year 2, for parents and community members.	Increase community/ family engagement
8.	The campus will devise ***5*** new instances starting in Year 2 to review data in order to refine classroom instruction, training plans, and program outcomes annually.	Increase the use of quality data

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

Operational Flexibilities that will be Afforded the Campus in a Reform Effort: The district will provide the campus with operational flexibility, to include staffing, calendars, time, and budgeting) to implement a comprehensive approach to substantially increase student achievement. Initiatives will include: Providing teachers the opportunity to attend professional development trainings that support priority school initiatives; Meeting with campus administrators to develop campus calendars to include added opportunities to engage parents and community members in the student culture; Increased planning time provided through Professional Learning Communities (PLCs); Increasing the learning day and providing tutorials; and Meeting with instructional staff to determine what resources are needed to engage students.

Organizational Structures: The district and campus organizational structures will be revisited to ensure everyone knows who does what. In order to have an efficient and properly functioning campus, staff, students, and community will be made aware of who handles each task. Administrators and staff will create an organizational structure with clearly defined roles, functions, scopes of authority and systems so that everyone is working together to accomplish school reform.

Existing Capacity and Resources: The campus will build upon existing capacity and resources that are available at the campus and district level. This will include assigning teachers and staff that have a proven record of success with stipends to serve as teacher mentors, converting existing campus space to serve as computer labs, enhancing existing academic programs, and offering after-school tutorials in order to make significant school reform changes.

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

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Schedule #6—Program Budget Summary

County-district number or vendor ID: **108-909**	Amendment # (for amendments only):
Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	
Grant period: February 1, 2017, to July 31, 2020, pending future federal allocations	Fund code: 276

Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Total Budgeted Cost across all Years
Schedule #7	Payroll Costs (6100)	6100	$315,240	$0	$641,825	$0	$653,512	$0	$665,549	$0	**$2,276,126**
Schedule #8	Professional and Contracted Services (6200)	6200	$220,000	$7,500	$328,000	$15,000	$318,000	$15,000	$298,000	$15,000	**$1,216,500**
Schedule #9	Supplies and Materials (6300)	6300	$238,642	$0	$173,711	$0	$39,220	$0	$37,346	$0	**$488,919**
Schedule #10	Other Operating Costs (6400)	6400	$16,500	$0	$29,500	$0	$29,500	$0	$29,500	$0	**$105,000**
Schedule #11	Capital Outlay (6600)	6600	$87,475	$0	$140,000	$0	$140,000	$0	$140,000	$0	**$507,475**
Consolidate Administrative Funds		☐ Yes X No									
	Total direct costs:		$877,857	$7,500	$1,313,036	$15,000	$1,180,232	$15,000	$1,170,395	$15,000	**$4,594,020**
	1.627% indirect costs (see note):		N/A	$14,643	N/A	$21,964	N/A	$19,768	N/A	$19,605	**$75,980**
Grand total of budgeted costs (add all entries in each column):			**$877,857**	**$22,143**	**$1,313,036**	**$36,964**	**$1,180,232**	**$34,768**	**$1,170,395**	**$34,605**	**$4,670,000**

Administrative Cost Calculation

Enter the total grant amount requested:	**$4,670,000**
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	**$233,500**

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

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

NOTE:

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

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: **108-909**

Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional								
1	Teacher							
2	Educational aide							
3	Tutor							
Program Management and Administration								
4	**District Coordinator of School Improvement (DCSI)**	**1**		$43,750	$90,125	$92,829	$95,614	**$322,318**
5								
6								
Auxiliary								
7	**Clerk**	**1**		$13,750	$28,325	$29,175	$30,050	**$101,300**
8								
9								
Other Employee Positions								
10	**College Readiness Specialist/ Counselor**	**1**		$34,000	$70,040	$72,141	$74,305	**$250,486**
11	**Social Worker/Truancy Officer**	**1**		$27,500	$56,650	$58,350	$60,101	**$202,601**
12	**Daycare Provider**	**3**		$41,250	$84,975	$87,524	$90,150	**$303,899**
13	Subtotal employee costs:			**$160,250**	**$330,115**	**$340,019**	**$350,220**	**$1,180,604**
Substitute, Extra-Duty Pay, Benefits Costs								
14	6112	Substitute pay: 6 x $20/hour x 40 hours = **$4,800**		$2,400	$4,800	$4,800	$4,800	**$16,800**
15	6119	Professional staff extra-duty pay: **Instructional Planning Time:** 29 x $30/hour x 72 hours = **$62,640** **Extended Learning Time:** 29 x $30 x 50 hours = **$43,500** **Tutoring**: 8 x $30/hour x 75 = **$18,000**		$62,070	$124,140	$124,140	$124,140	**$434,490**
16	6121	Support staff extra-duty pay						
17	6140	Employee benefits		$44,770	$91,270	$93,053	$94,889	**$323,982**
18	61XX	Employee stipends Specify amounts and criteria to earn stipend: Mentor Stipend: 3 x $5,000 = **$15,000** Teacher Stipend: 13 x $3000 = **$39,000** Teacher Master's Program: 5 x $7,500 = **$37,500**		$45,750	$91,500	$91,500	$91,500	**$320,250**
19	Subtotal substitute, extra-duty, benefits costs			**$154,990**	**$311,710**	**$313,493**	**$315,329**	**$1,095,522**
20	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$315,240**	**$641,825**	**$653,512**	**$665,549**	**$2,276,126**

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

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: **108-909** | Amendment # (for amendments only):

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

Professional and Contracted Services Requiring Specific Approval

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

Professional and Contracted Services

#	Description of Service and Purpose	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
1	National School Climate - Will promote a positive and sustained school climate that nurtures social, emotional, ethical, and academic skills.	$5,000	$10,000	$10,000	$10,000	**$35,000**
2	ECHS Demonstration Site - Will provide instructional materials, teacher coaching, and mentoring to assist in implementing the Texas State Design Model.	$7,500	$15,000	$15,000	$15,000	**$52,500**
3	Evaluation - Will provide evaluation services to include surveys, walk-throughs, discussions, and quarterly and annual reports.	$10,000	$20,000	$20,000	$20,000	**$70,000**
4	Region Service Center - Will offer a host of professional development trainings designed to improve teachers' and staff's leadership and instructional abilities, including coaching from Instructional Coaches.	$50,000	$100,000	$100,000	$100,000	**$350,000**
5	PEERS – Will provide campus staff training on Positive Behavior Interventions and Supports (PBIS).	$1,500	$3,000	$3,000	$3,000	**$10,500**
6	TES-RtI Software Training - Will provide training on ELA and Math RtI software.	$1,000	$2,500	$2,500	$2,500	**$8,500**
7	Texas Virtual School Network - Will provide online courses to students.		$5,000	$5,000	$5,000	**$15,000**
8	Security Guard – Will help improve school climate and maintain a safe campus environment.	$12,500	$25,000	$25,000	$25,000	**$87,500**
9	Parental Engagement Training – Will provide campus staff and parents with training on increase parents' participation in their child(s) education.	$2,500	$7,500	$7,500	$7,500	**$25,000**
10	Communities In Schools - Will provide community-oriented services; thus, empowering students to stay in school and achieve in life.	$12,500	$25,000	$25,000	$25,000	**$87,500**
11	Wireless Internet Service – Will provide student tablets with Internet access year-round.	$7,500	$15,000	$15,000	$15,000	**$52,500**
12	Texas Success Initiative (TSI) Assessment - Will provide for students' TSI testing fees.	$2,500	$5,000	$5,000	$5,000	**$17,500**
13	Pitsco – Will provide the campus with a STEM lab	$100,000	$20,000	$20,000	$20,000	**$160,000**
14	Sure Score - Will provide ACT, SAT, and TSI test preparation for students.	$2,500	$5,000	$5,000	$5,000	**$17,500**
15	South Texas College - Will provide college-level courses for students.		$75,000	$65,000	$45,000	**$185,000**
16	Collegiate Zone – Will allow students to align for their ideal career and education pathway.	$15,000	$15,000	$15,000	$15,000	**$60,000**
	b. Subtotal of professional and contracted services:	**$227,500**	**$343,000**	**$333,000**	**$313,000**	**$1,216,500**
	c. Remaining 6200—Professional and contracted services that do not require specific approval:	$0	$0	$0	$0	$0
	(Sum of lines a, b, and c) Grand total	**$227,500**	**$343,000**	**$333,000**	**$313,000**	**$1,216,500**

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

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: **108-909** | Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

						Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
Expense Item Description										
63XX	Technology Hardware- not capitalized									
	#	Type	Purpose	Quantity	Unit Cost					
	1	Laptops/Desktops	Will be utilized by the DCSI (1), Principal (1), Assistant Principal (1), Social Worker (1), Clerk (1), Instructional Coaches (2) and Teachers (13) to track students' progress, create lesson plans, complete surveys, and view online trainings.	20	$1,000	$20,000				**$20,000**
	2	Printers	Will be utilized by TTIPS staff and students to print data results, surveys and questionnaires, and classroom assignments.	10	$1,000	$10,000				**$10,000**
	3	Electronic Tablets with Smart Keyboard	Will be utilized to promote student attendance and will be issued on an annual check-out basis to create a 1:1 student-to-technology ratio. Students will be required to maintain a minimum of a 95% attendance rate in order to continue to be part of the tablet/calculator lending program each academic school year.	294	$880	$129,360	129,360			**$258,720**
	4	Graphing Calculators		294	$150	$44,100				**$44,100**
63XX	Technology Software- not capitalized									
	Specify type/purpose:									
63XX	Textbooks/Curricular Materials									
	Specify type/ purpose: Student college textbooks and testing materials.					$15,000	25,000	20,000	15,000	**$75,000**
63XX	Supplies and materials to be used as student incentives									
	Specify type/ purpose: Will be utilized to promote student attendance and state assessment recognition.					$2,000	$2,000	$2,000	$2,000	$8,000
Supplies and Materials that do not Require Specific Approval										
6300	Supplies and materials that do not require specific approval: Supplies and materials will be utilized for regular TTIPS programming, as well as, to supply the daycare with necessary items (i.e. crayons, paper, pencils, ink, wall décor, etc.)					$18,182	$17,351	$17,220	$20,346	**$73,099**
					Grand total:	**$238,642**	**173,711**	**$39,220**	**$37,346**	**$488,919**

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

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: **108-909**

Amendment number (for amendments only):

	Expense Item Description	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.					
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose: Travel to colleges and universities.	$5,000	$10,000	$10,000	$10,000	**$35,000**
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.					
6413	Stipends for non-employees other than those included in 6419					
6419	Non-employee costs for conferences. Requires authorization in writing.					
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	$500	$1,000	$1,000	$1,000	$3,500
64XX	Advisory council/committee travel or other expenses Specify name and purpose of council: Specify types of costs:					
6495	Cost of membership in civic or community organizations Specify name and purpose of organization: Specify purpose of membership:					
Subtotal other operating costs requiring specific approval:		**$5,500**	**$11,000**	**$11,000**	**$11,000**	**$38,500**
Remaining 6400—Other operating costs that do not require specific approval:		$11,000	$18,500	$18,500	$18,500	**$66,500**
	Grand total:	**$16,500**	**$29,500**	**$29,500**	**$29,500**	**$105,000**

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

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: **108-909** | Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6669—Library Books and Media (capitalized and controlled by library)								
1		N/A	N/A					
66XX—Computing Devices, capitalized								
2								
66XX—Software, capitalized								
9	ELA Software - Will provide students access to RtI software that is designed to increase their STAAR proficiency from 29% in Reading to 39% in Year 1.	250	$1,000	$40,000	$70,000	$70,000	$70,000	**$250,000**
10	Math Software - Will provide students access to RtI software that is designed to increase their STAAR proficiency from 56% in Math to 61% in Year 1.	250	$1,000	$40,000	$70,000	$70,000	$70,000	**$250,000**
66XX—Equipment, furniture, or vehicles - ***All items listed below will be utilized to furnish the daycare during the 1st year of the TTIPS only.***								
14	Cribs and Crib Mattresses – Will be utilized by infants during their naps.	5	$240	$1,200				**$1,200**
15	Rocking Chairs – Will be utilized by staff and parents to rock infants to sleep.	2	$200	$400				**$400**
16	Changing Table with Organizer and Safety Steps – Will be utilized to safely change an infant or toddler's diaper.	2	$575	$1,150				**$1,150**
17	Sleeping Mats (Set of 5) – Will be utilized by toddlers during their nap time.	3	$150	$450				**$450**
18	Sleeping Mat Caddy – Will be utilized to store mats when not in use.	1	$185	$185				**$185**
19	Floor Activity Rugs – Will provide educational play areas on the floor with puzzles, ABC's, primary colors, etc.	3	$225	$675				**$675**
20	20-tray wooden Storage Cubbies w/ Trays – Will be utilized to store children's' personal items (i.e. diaper bags), as well as, play items.	2	$350	$700				**$700**
21	High Chairs – Will be used to safely feed infants.	5	$155	$775				**$775**
22	Horseshoe Activity Table – Will be utilized to conduct activities with toddlers, as well as, during feeding time.	2	$200	$400				**$400**
23	Preschool Stack Activity Table Chairs – Will be used with the activity table.	4	$80	$320				**$320**
24	Book Stand – Will store educational books appropriate for the daycare.	1	$180	$180				**$180**
25	Crossing Bridge Climber – Will be utilized indoors by toddlers during playtime.	1	$400	$400				**$400**
26	Play Ring – Will be utilized to keep crawling infants in a safe area.	1	$225	$225				**$225**
27	Jumbo Soft Blocks – Will be utilized by toddlers to stimulate creativity.	1	$415	$415				**$415**
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)								
			Grand total:	**$87,475**	**$140,000**	**$140,000**	**$140,000**	**$507,475**

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

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Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: **108-909**	Amendment # (for amendments only):

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

Category	Number	Percent	Data Source
Total student enrollment	**201**		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American student enrollment	**0**	**0.0%**	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic student enrollment	**201**	**100.0%**	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White student enrollment	**0**	**0.0%**	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian student enrollment	**0**	**0.0%**	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged student enrollment	**180**	**89.6%**	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP) student enrollment	**74**	**36.8%**	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Special Education student enrollment	**13**	**6.5%**	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	**27**		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in In-School Suspension	**1**		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	**19**		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in DAEP	**17**		2015-2016 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	**4**		2015-2016 PEIMS report #425; code #C164
Attendance rate		**81.2%**	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		**4.8%**	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		**55.0%**	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2016 standard, mathematics (standard accountability indicator)	**31**	**42%**	TEA 2016 Accountability Summary Report.
STAAR / EOC met 2016 standard, reading / ELA (standard accountability indicator)	**33**	**13%**	TEA 2016 Accountability Summary Report.
ACT and/or SAT- Class of 2015, percent students Tested		**0.0%**	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2015, percent At/Above Criteria		**N/A**	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	**N/A**		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	**N/A**		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2014 enrolled in a Texas Institution of Higher Education (IHE)		**25.0%**	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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

County-district number or vendor ID: **108-909** | 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.

Elvis J. Ballew High School has been identified as a *Priority* campus. The ***root cause*** of the campus's rating has been a revolving issue beginning with students' lack of attendance (**81.2%** compared to 95.9% for the state), coupled with mobility and the population of economically disadvantaged students and English Language Learners (ELLs). These issues have led to the long-term effects on students' academic performance followed by them dropping out of school. These astounding statistics as can be seen below:

STAAR Test Results: A review of the TAPR results for 2012-2014 school years indicate that Elvis J. Ballew High School has a history of consistently falling beneath the state's average on the number of students who meet the standard in each of the tested areas. In fact, the campus had only ***37%*** of its students pass all sections of the STAAR test for the 2013-2014 school year. This is **40% below** the state's average of 77%. The table below illustrates that a trend exists in the campus's inability to meet state standards:

ACADEMIC NEEDS ASSESSMENT								
Year	Math STAAR		Reading STAAR		Science STAAR		Social Studies STAAR	
	Campus	State	Campus	State	Campus	State	Campus	State
2014-2015	**56%**	81%	**29%**	77%	**44%**	78%	**37%**	78%
2013-2014	**37%**	78%	**23%**	76%	**32%**	78%	**44%**	76%
2012-2013	**33%**	79%	**43%**	80%	**46%**	82%	**68%**	76%
Source: *2012-2013, 2013-2014, and 2014-2015 Texas Academic Performance Report (TAPR)*								

Student Demographics: The gaps between the campus and state standards can be attributed to the campus high percent of economically disadvantaged students that are derived from minority groups. The table below details the campus demographics in comparison to the state's demographics:

STUDENT DEMOGRAPHICS										
Year	Attendance		Economically Disadvantaged		At-Risk		Mobility		English Language Learners (ELL)	
	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State
2014-2015	**81.2%**	**95.9%**	**89.6%**	58.8%	**99.5%**	51.2%	**67.5%**	16.9%	**36.8%**	18.2%
2013-2014	**87.7%**	**95.8%**	**96.9%**	60.2%	**95.9%**	49.9%	**68.4%**	17.1%	**28.6%**	17.5%
2012-2013	**89.4%**	**95.9%**	**96.2%**	60.4%	**97.1%**	44.7%	**80.9%**	17.9%	**25.4%**	17.1%
Source: *2012-2013, 2013-2014, and 2014-2015 Texas Academic Performance Report (TAPR)*										

In addition to the data included above, Ballew High School has an average of 5-10 teens that are expecting or current parents. Due to the lack of childcare or financial issues for teens to place their children in daycare, teen parents miss several days of school at a time or dropout, which ultimately affects their academic scores and attendance rate.

Graduation and College Indicators: In addition to the data listed above, the data provided in the table below also details how performance at school directly impacts the students' future outcomes. Since students who do not start off on a good foundation tend to struggle throughout the rest of their education, these students tend to drop out prior to graduation, are not college-ready, and/or choose not to attend college. This leads to the high percentage of individuals in tri-city of Pharr, San Juan, and Alamo that are designated as **living in poverty (34,330/28%)** and/or **unemployed (7,152/5.83%)**.

GRADUATION AND COLLEGE INDICATORS								
Year	Drop-Out		Graduation		College-Ready Gradates (English and Math)		College Enrollment	
	Campus	State	Campus	State	Campus	State	Campus	State
2014-2015	**4.8%**	2.2%	**55%**	88.3%	**3%**	**54%**	**25%**	56.9%
2013-2014	**8.2%**	2.2%	**59.6%**	88%	**11%**	**56%**	**17.1%**	57.3%
2012-2013	**12.5%**	2.4%	**58.6%**	87.7%	**11%**	57%	**19.6%**	58.3%
Source: *2012-2013, 2013-2014, and 2014-2015 Texas Academic Performance Report (TAPR)*								

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

County-district number or vendor ID: **108-909** | 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	**28.9**		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	**18.5**	**63.8%**	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	**5.5**	**18.9%**	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	**3**	**10.4%**	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	**2**	**6.9%**	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	**1**	**5.4%**	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	**14.7**	**79.6%**	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	**1.0**	**5.4%**	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	**1.8**	**9.5%**	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	**2.7**	**14.6%**	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	**3.1**	**16.8%**	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	**7.0**	**37.9%**	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	**3.5**	**18.9%**	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	**2.2**	**11.8%**	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	**$44,268**		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	**$45,352**		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	**$48,881**		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	**$50,594**		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years Experience	**$60,077**		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	**.03**	**1.7%**	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Bachelor's degree as highest level attained	**16.2**	**87.5%**	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Master's degree as highest level attained	**2.0**	**10.8%**	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Doctoral degree as highest level attained	**0**	**0.0%**	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance

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

County-district number or vendor ID: **108-909**	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.

Elvis J. Ballew High School has approximately **14.6%** of its teachers who are beginning teachers (less than one year of experience) and **87.5%** of its teachers who only possess a Bachelor's Degree. Teachers at Ballew High lack the experience and education to encourage student performance in the classroom and daily attendance.

In the recent years, Ballew High School has experienced high drop-out rates (4.8% compared to 2.2% for the state) and lack of attendance (81.2% compared to 95.9% for the state), amongst other indicators affecting student academic performance including economically disadvantaged students, at-risk, mobility, etc. However, the low-attendance has been the largest factor affecting students' long-term education. Campus administrators and teachers have together made every effort to improve attendance by conducting home-visits to the homes of truant students. This has been effective especially during major test dates including STARR and EOC exams. However, the results can be clearly seen when only 29% (state-77%) meet standards in Reading and 56% (state-81%) in Mathematics. This is due to students missing too many instructional days during the school-year.

While the district's administrators understand that improving attendance issues will be a collaborative effort amongst campus administrators, teachers, parents, and even students, the district is faced with the difficult task of organizing and generating buy-in from teachers for this to succeed. Therefore, in order to foster an open, supportive and collaborative campus culture that will allow teachers to seek and attend professional development opportunities, the district requires the funds to:

- Hire an individual that will be directly responsible for organizing and overseeing the creation of the teacher support systems, to include Professional Learning Communities (PLC) and a Mentor Teacher Program;
- Provide extra-duty pay to teachers in order to motivate them to not just attend, but to actively take part of and support the new teacher support system;
- Allow teachers the opportunity to continue their education and earn a Master's in Education;
- Hold one-on-one meetings with each teacher and staff member in order to devise strategic career plans;
- and
- Implement a Teacher Incentive Program that will be offered to teachers that demonstrate growth, improved student academic results, and improved student attendance.

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

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

County-district number or vendor ID: **108-909** | 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
0	0	0	0	0	0	0	0	0	0	1	50	140	103	294

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

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

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

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	0	0	0	3	3	4	3	13

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Schedule #13—Needs Assessment

County-district number or vendor ID: **108-909** | 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.

Process and Activities of Data Analysis: In preparation for the submission of the Texas Title I Priority Schools (TTIPS), Cycle 5 grant, the district analyzed the needs of Ballew High School that lead it to *Priority* status. Elements of the needs assessment included the review of the instructional programs, technology and strategies that are currently being utilized at the campus, the experience/capabilities of the school leadership team, and the college-credit bearing courses and preparatory/college readiness courses currently available. The goal for the district was not just to identify the areas of need, but to also identify the root cause for the problems. The following is a description of the process and activities that the district utilized to conduct the campus needs assessment and to analyze the data.

Needs Assessment: In conducting the needs assessment, the campus staff collected and reviewed the following data:

- Daily assignment scores
- Attendance records
- Teacher and staff participation
- Quality of available resources
- Parental engagement documentation
- Student and teachers accessibility to resources
- Test scores
- PEIMS 425 records
- Teacher and staff experience and evaluations
- Quality/dependability of partners and vendors
- Active learning time available in class schedule
- District and Campus Organization Chart

The **Campus Intervention Team** reviewed each of these areas and compared the campus and state data in order to identify which areas required improvement in order for the campus to exit *Priority* status.

Model Selection: The district and campus administration met with key stakeholders to review the results of the needs assessment and determine how to best prioritize the campus' needs. Stakeholders included: Superintendent, Deputy Superintendent, Asst. Superintendent for Curriculum and Instruction, Asst. Superintendent for Human Resource Services, Asst. Superintendent of Finance, Administrator for High Schools, Human Resources Administrator, Campus Principal, Assistant Principal, and Teachers. In all, a total of three (3) planning meetings were held in the course of a 2 week period. During these meetings, gaps, barriers, and weaknesses were identified and key qualitative dimensions (i.e. priority, severity, urgency, complexity, or mandatory requirements) that support prioritization were applied. Since a significant gap was identified in the number of at-risk and historically underrepresented students which directly impacts the campus' graduation rate, the district chose to implement the TTIPS **Texas State-Design Model**. Since the campus received its school-wide Early College High School (ECHS) designation in the Spring of 2016, the TTIPS grant would allow the campus to utilize funds to implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the appropriate level of certification necessary to meet the needs of the students in an ECHS.

Goals and Interventions: The following primary goals and interventions were selected:

- Designing an ECHS Model that will allow 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 at no cost to the student;
- Developing and increasing teacher and school leader effectiveness through use of McREL (evaluation system);
- Identifying students requiring more intensive support including those at-risk of dropping out and historically underrepresented in college courses;
- Developing key partnerships that will enable the high school to succeed as an Early College High School;
- Developing and maintaining a leadership team that will focus on P-16 Leadership Initiatives; and
- Developing a curriculum that will offer a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses.

Decision-Making Activities/Strategies: To facilitate the decision-making process and ensure that a wide range of ideas were considered the district reviewed all the campus's identified gaps and needs. Stakeholders were encouraged to submit their ideas through an online survey or during planning meetings for implementing the school reform and exiting *Priority* status. All suggestions were compiled and reviewed as a whole during the planning meetings. The attending stakeholders chose the solutions that provided the highest chance for generating campus reform while still conforming to the parameters of the TTIPS grant and ensuring long-term sustainability.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: **108-909** | Amendment # (for amendments only):

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

☐ Transformation

☐ with Rural LEA Flexibility modification

☒ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

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

The Elvis J. Ballew High School **Campus Intervention Team/P-16 Leadership Initiatives Team** chose to implement the **Texas State-Design Model**, because it best meets the unique needs of the existing Early College High School which was recently approved in the Spring of 2016. The model will be implemented for **all** students in the school and will be consistent with the Texas concept for developing an ***Early College High School (ECHS)***. Through this model, the campus will: 1.) Be in full-operation by no later than the start of the second year of the TTIPS grant implementation period; (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; and (3) Provide college credit earned through the high school years for all students at **no** cost; including tuition, fees, and textbook costs. Since Ballew High School has already received its ECHS designation, the campus will offer college courses during the first year of the TTIPS implementation.

Through the **Texas State-Design Model**, Elvis J. Ballew High School will provide a personalized learning environment by creating a seamless curriculum between high school and college. The campus will provide work-based experience to students through rigorous, purposeful, and responsive instruction with emphasis on leadership and relationship development.

Moreover, in order to ensure that all students are successful in their classroom and coursework, the DCSI will work with campus administrators to identify specific students requiring more intensive supports. These students will include those at-risk for dropping out of school and students historically underrepresented in college courses.
In developing and providing these intensive supports, the ECHS campus will:

- Review data to identify the population at-risk of dropping out of school;
- Utilize quantitative and qualitative data to identify students least likely to attend college and/or those historically underrepresented in college courses;
- Provide ECHS brochures in all languages relevant to those of the school community; and
- Develop a written communication plan for relevant target audiences such as, but not limited to, parents, community members, school board, etc.

TEA Priority: Campuses that select the Texas State-Designed Model. (20 points)

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: **108-909** | 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.

GRANT SPECIFIC CRITERIA (GSC): Family and the community members were meaningfully engaged in assessing the program needs and selecting the school improvement model. (10 points) As the Campus Intervention Team/P-16 Leadership Initiatives Team began reviewing the TTIPS Program guidelines and trying to determine which intervention model would be followed, it was determined that input from its close-knit community and students' families would be best to ensure their support and participation, as well as, offer program transparency. The district and campus staff discussed the methods that would be most effective in engaging these stakeholders and gathering input. The outreach methods provided by the campus included: email, parental engagement events; campus website, direct mailings, and social media.

Thus, input was solicited by conducting online campus surveys, emailing staff and campus personnel, reviewing input from parental engagement committees and events; suggestions gathered from professional associations, and social media. A survey was released via the Survey Console website. This survey provided the district and campus team with the opportunity to educate community members of the different intervention models that were available, as well as, receive constructive criticism from the community regarding improvements to be considered by the campus. A breakdown of each intervention was provided that included a list of possible benefits and downsides. In addition, families and the community members were given the opportunity to suggest programs to promote parental engagement, share their thoughts regarding extended learning time for students, have the opportunity to volunteer as part of the Campus Intervention Team/P-16 Leadership Initiatives Team, and provide suggestions for teachers' professional development trainings. In addition to the survey, the district held a public meeting to further discuss the grant and its requirements.

How Input Was Taken into Consideration when Selecting the Model: As part of the discussion, the district and campus administration informed the families and community members of the following key requirements that would need to be met as part of the **Texas State-Design Model**:

- The need to expand the campus's current school-wide early college high school in one that is innovative and 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.
- The need to provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.
- The need to develop and increase teacher and school leader effectiveness through use of the McREL (evaluation system).
- The need to have family and community members be a part of the Campus Intervention Team.
- The need for families and community members to take a more active role in campus activities.

The survey and meetings were opened for discussion in order to allow the families and community members to ask questions and provide suggestions. The district and campus administrators utilized the survey results and the public meeting to determine that the **Texas State-Design Model** would be the best model to assist the campus in exiting *Priority* status. This model would also allow the district to sustain the reform long-term.

GRANT SPECIFIC CRITERIA (GSC): Family and community members will be meaningfully engaged in an on-going basis through the implementation of the program. (10 points) The district and campus administrators understand that in order for the TTIPS Program and the selected model to be successful, family and community members must remain actively engaged throughout the implementation of the program. Therefore, the administrative staff has designed the following strategies that will allow shared responsibility with the community regarding the grant's goals and the academic success of the students: Parents and community members will be provided with quarterly updates that details students' academic and behavioral growth. This notice will be sent to parents and community members via email and through a flyer. The flyer will include the date of the next meeting to be held. During the meeting, time will be allotted for families and community members to voice concerns and provide feedback including goal setting for families; and, The campus calendar will be enhanced in order to include added opportunities to engage family and community members. This may include: parent/teacher conferences, parent/community academic nights, counseling, etc.

- In addition, the TTIPS and campus staff will ensure that family and community members are a part of the Campus Intervention Team throughout the program. In the event that an individual can no longer take part in these meeting or fails to attend, the TTIPS District Coordinator of School Improvement will look for replacements.

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Schedule #14—Management Plan

County-district number or vendor ID: **108-909** | Amendment # (for amendments only):

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

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	**District Coordinator of School Improvement (DCSI) (required)**	Will serve as the Project Director to oversee fidelity and implementation of the grant. The DCSI will work with campus personnel, TCDSS Professional Services Provider (PSP), and the Texas Education Agency (TEA) to support the campus through the improvement process and identified interventions. This improvement process includes addressing each of the Critical Success Factors.	• The DCSI must hold a minimum of a Master's Degree and have a minimum of three (3) years of experience in a related field. He/She must have experience in implementing school improvement strategies. Prior experience in an Early College High School setting is preferred.
2.	**Superintendent**	The Superintendent will obligate the campus to the grant activities according to state regulations. The Superintendent will ensure that previously allocated state/local funds are not diverted from the campus because of its acquisition of TTIPS, Cycle 5 funding.	• The Superintendent must hold a minimum of a Master's Degree with a Superintendent's Certificate. The Superintendent must have 3 years of experience in education with preference in school administration.
3.	**Campus Principal**	Will monitor the implementation of the program and ensure that all stakeholders are kept abreast of program growth and outcomes. The Principal will support and provide oversight to the program by attending scheduled TTIPS meetings and reviewing collected data results.	• The Principal will be required to hold a minimum of a Master's Degree with Principal Certification. This individual must have at least three (3) years of prior experience in education with knowledge in curriculum and data analysis, as well as, experience working with at-risk students.
4.	**Campus Intervention Team/P-16 Leadership Initiatives Team**	Will be developed to focus on P-16 initiatives and will meet regularly to discuss the progress of the TTIPS Program, review all data results, and address any significant issues. The team will propose solutions to issues and address any changes that may need to be made to the approved TTIPS grant.	• Members of the P-16 Leadership team must include the campus principal and individuals with decision-making authority from both the district and South Texas College (STC).
5.	**Mentor Teachers**	Will provide new and struggling teachers with oversight and training. Will serve as the facilitators during all planning learning times. Will conduct classroom walkthroughs on all assigned teachers in order to provide the teachers with feedback and suggestions.	• The Mentor Teachers will be required to hold a minimum of a Master's Degree. The Mentors must have at least three (3) years of prior experience in secondary education and experience working with at-risk students.
6.	**College Readiness Specialist**	Will be hired to provide academic, social, and emotional guidance and counseling services for all ECHS students. The Specialist will help students with transitional services from the high school to college.	• The College Readiness Specialist will be required to hold a minimum of a Bachelor's Degree, with a Master's Degree preferred, have at least three (3) of prior experience in secondary or college education.
7.	**Social Worker/ Truancy Officer**	Will be employed to provide counseling and community outreach to prevent absenteeism. The Social Worker/Truancy Officer will also conduct home-visits to students who miss several days of schools at any given time.	• The Social Worker/Truancy Officer must have a minimum of a Bachelor's degree and at least three (3) of experience with at-risk students. He/She must also possess the proper counseling certifications.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: **108-909**	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.	**Region One Education Service Center (ESC)**	The ESC will provide planning assistance, data analysis support for the low-performing campus, and assist in developing the leadership capacity of school administrators and teams to implement and sustain comprehensive school improvement.	• The ESC staff member (s) providing professional development must have a minimum of a Bachelor's Degree in education or related field and have at least three (3) years of experience in school improvement.
2.	**Texas ECHS Demonstration Site**	The campus will contract with an existing Early College High School as a demonstration site. The eligible site will be identified by TEA each year starting in 2016-2017.	• The site must be appointed as a demonstration site or have retained designation for the last four consecutive years and assessed as exemplary using the Texas ECHS Blueprint or other ECHS selected as a match partner site by the TEA.
3.	**External Evaluator**	The External Evaluator will use a rigorous, transparent, and equitable evaluation system that employs both formative and summative data. Will conduct surveys, administer questionnaires, and conduct walkthroughs in order to collect data. Will submit a detailed evaluation report that will include all findings of the evaluation.	• The External Evaluator must have a minimum of three (3) years of experience in program evaluations. The Evaluator will have previous experience in collecting data and organizing it into a comprehensive report that details strengths, weaknesses, and suggestions for improvements.
4.	**South Texas College (STC) and Liaison**	Will continue to partner with Elvis J. Ballew High School in serving grades 9-12 and providing college-credit bearing courses, as well as, preparatory/college readiness courses. The Liaison will have decision-making authority and will interact directly and frequently with the campus staff and administrators.	• STC's High School Program was established in 1997 to provide dual enrollment opportunities to students. STC has a current partnership with over 21 school districts and 68 high school sites. • The Liaison must hold a minimum of a Master's Degree and have at least three (3) years of experience with an ECHS and/or college readiness.
5.	**Core Academic Instructional Coaches (Contracted through Region One ESC)**	Will mentor English/Language Arts (ELA) and Mathematics teachers to implement new instructional strategies that will result in improved student academic outcomes.	• The Instructional Coaches will be required to hold a minimum of a Master's Degree with a teaching certificate and have at least three (3) years of prior experience in secondary education.
6.	**Security Guard**	Will be contracted to provide added security and help reduce truancy. The security guard will assist in detecting suspicious activity and threats to the safety of the campus.	• The Security Guard will be required to have a high school diploma or GED, as well as, a valid driver's license and any necessary certifications.
7.			

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: **108-909** | Amendment # (for amendments only):

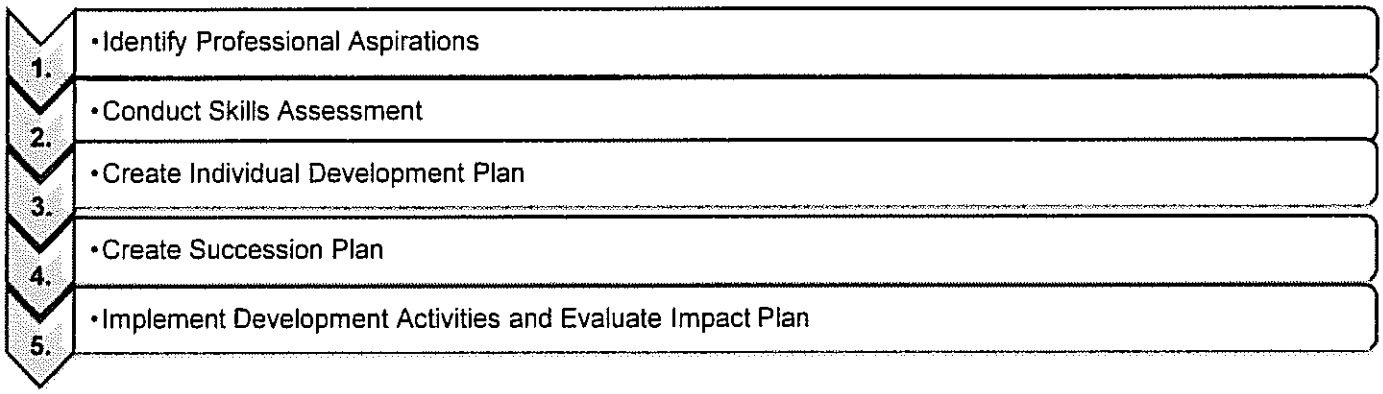
Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when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

The campus will implement the following succession management strategies in order to deliver continuous high-quality programming when there are changes in key project personnel:

Project Participants will Remain Committed to the Project's Success: The district administrators feel confident that all project participants will remain committed to the TTIPS' success; thus will provide adequate resources and related services to the campus staff to implement, fully and effectively, the required activities of the **Texas State-Design Model**. The district has demonstrated a great need for the funds, as well as, a strong commitment from the school board, Superintendent, Deputy Superintendent, Asst. Superintendent for Curriculum and Instruction, Asst. Superintendent for Human Resource Services, Asst. Superintendent of Finance, Administrator for High Schools, Campus Principal, Asst. Principal, Counselor, Teachers, Paraprofessionals, Campus Intervention Team/P-16 Leadership Initiatives Team, Parents, and Community Members to ensure that the funds are used to provide adequate resources to enable the campus to raise substantially the achievement of their students. During the implementation phase, staff will utilize the support of the campus, principal, teachers, Campus Intervention Team, Superintendent, and School Board to fully integrate the proposed project and ensure that all project participants remain committed as follows:

- **Campus Support:** The campus will provide campus support by appointing a District Coordinator of School Improvement (DCSI) to manage all activities, participate in staff development on topics determined from the campus needs assessment, enlist campus support for the initiative, and participate in all required. The campus staff and administrators will participate in all of the TTIPS professional development held at the campus.
- **Principal and Teacher Support:** As a part of the Texas State-Design Model, TCDSS will provide teachers and administrators with quality materials, research, and coaching to effectively implement actions to address key practices. The campus will provide all school personnel with an opportunity to actively develop improvement plans, review current school data, and determine next steps. The campus will visit high-performing ECHS sites with similar demographics to determine strategies likely to impact student achievement. TCDSS School Improvement Consultants will provide continuous on-site, electronic, and telephone support.
- **Campus Intervention Team:** Will meet regularly to discuss the progress of the TTIPS Program, review all data results, and address any significant issues. The team will propose solutions to issues and address any changes that may need to be made to the approved TTIPS grant.
- **Superintendent and School Board Support:** The district administrators will work with the South Texas College (STC) in the implementation of the TTIPS Program to better prepare students for post-secondary education.

Succession Management Strategies to Deliver Continuous High-Quality Programming: To ensure that the district and campus personnel are able to deliver continuous high-quality programming when there are changes in key project staff, the TTIPS **Texas State-Design Model** will incorporate succession management strategies. The strategies will be aligned to ensure that they are proactive and that they target every level of the organization. The diagram below details the research-based plan that will be utilized. Through these succession management strategies, the campus will employ high quality TTIPS staff with experience with the English Language Learners (ELLs) population. The staff will be trained in the role and function that they are assigned to and will be able to stand-in or support other key roles. This will especially be of use in the event that key personnel leave the district. Suitable replacements will be able to be garnered within the existing staff or if replacement personnel are brought in, such as a new Principal or Superintendent, exiting staff will be able to provide the new individuals with support during the transitioning process.



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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: **108-909**	Amendment # (for amendments only):

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

GRANT SPECIFIC CRITERIA (GSC): Capacity gained through the proposed project will create lasting change to campus culture and practices that can be sustained after the grant period ends. (10 points) In order to increase capacity or create a lasting change to campus culture and practices that will be sustained after the grant period ends, the district and campus propose to provide initiatives and activities that once developed and implemented, would have the ability to be sustained after the TTIPS funding is exhausted. The district is fully aware that without these TTIPS funds, the proposed model would not be implemented to full capacity. However, the goal of the program is not to provide an easy or quick fix, but to restructure, enhance, and create new campus programs and procedures that would have a long-term effect on the campus and its students.

The district/campus will provide support to sustain the reform after the grant period ends. In order to build and increase capacity, the campus administrators understand that they need to target teachers and devise a manner to elicit a higher level of skill, confidence, and passion from them. Therefore, opportunities for promotion and career growth, coupled with financial incentives will be continued. The district is more than willing to provide teachers with the necessary professional development training, materials, and support to ensure teachers commitment. Practices that will be continued include:

- Expanding and sustaining the campus's partnership with South Texas College (STC);
- Sustaining 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
- Developing and increasing teacher and school leader effectiveness through use of the McREL;
- Providing training on the use of data to identify the population at-risk of dropping out of school;
- Gathering quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses; and
- Providing academic, social, and emotional supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness; college-readiness mentorship program; connections to social services; and parent outreach and involvement opportunities.

The district and campus administrators strongly believe that through these measures, teachers will have a positive impact on students' performance.

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

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

To support the added costs that will be associated with the initiatives (i.e. increased wages, extra-duty pay for planned activities, etc.) that will be associated with the initial program investment, the district will create a contingency plan and will actively search for supplemental funding sources or dedicate local funds that help support and sustain this program over an extended period of time. For example, Title II, Part A funding will be utilized to continue to provide professional development training to Mentor Teachers, who will utilize the Trainer-of-Trainer model to impart knowledge to other teachers. This will help to ensure the district is able to support the cost for providing on-going training.

In addition, a sustainability plan will be enforced that will include the creation of a Handbook of Operating Procedures (HOOP). The HOOP will include an active and careful examination of the following approaches to seek effective avenues to ensure that the program continues beyond the grant period. Activities will include to make better use of existing resources; maximize federal, state, and local revenue; create more flexibility in existing streams; continue building public-private partnerships; and, generate newly dedicated revenue.

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Schedule #15—Project Evaluation

County-district number or vendor ID: **108-909**	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.

Process Used To Establish Challenging Yet Attainable Performance Measures: The Campus Intervention Team for Ballew High School understands that it is important to set attainable performance measures that encourage performance improvement, effectiveness, efficiency, and appropriate levels of internal controls. The processes utilized allowed for the team to develop structures and activities that support continued growth. Performance measures were created that would align with the TTIPS' Vision, Focus for School Reform, and the substantial improvement of students' achievement. The following steps were completed in the order listed: 1.) **Orientation and Readiness**: Build a common understanding for the improvement process; 2.) **Collect, Sort and Select Data for Review**: Gather information from multiple indicators (achievement, demographic, etc.) and decide what data is most pertinent to the process; 3.) **Clarify the Root Causes and Prioritize Needs**: Make data-driven decisions about areas of focus to achieve a desired outcome; 4.) **Study and Select Research-Based Best Practices**: Conduct research to find strategies and rationale for its use to improve learning; 5.) **Set Goals and Create Action Plans for Each Goal**: Identify most critical goals for student achievement based on identified challenges (specific, measurable, achievable, relevant and timely); 6.) **Implement the Plan**: A planned procedure to launch a specific action which will focus on achieving a prompt measured success to build momentum for future actions; 7.) **Monitor**: Track progress of planned activities and tasks to see if desired outcomes are being accomplished within given timelines; and 8.) **Review the Impact on Student Achievement and Revise Needs**: A routine system to determine the effectiveness of the improvement plan with opportunities to celebrate successes and to address areas of continued concern.

Ability to Exit Lowest-Performing Status: The campus will implement activities that address the 7 Critical Success Factors (CSFs) to ensure academic improvement. The factors include: CSF 1: Improve Academic Performance, CSF 2: Increase the Use of Quality Data to Drive Instruction, CSF 3: Increase Leadership Effectiveness, CSF 4: Increase Learning Time, CSF 5: Increase Family and Community Engagement, CSF 6: Improve School Climate, and CSF 7: Increase Teacher Quality. The CSFs are grounded in evidence-based research and have been found to be key elements for implementing improvement efforts in order to exit ***Priority*** rating.

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.

Processes for Collecting Data at a Detailed-Level: The district and campus are aware of the academic deficiencies of its students; therefore, the data collection will be focused primarily on student assessments including: STAAR, ACT/SAT, End-of-Course, as well as, local campus and district benchmarks. In order to ensure that the data collected is detailed enough to inform the effectiveness of each intervention, the campus will ensure that all of its students are assessed annually utilizing one of the appropriate assessment previously mentioned.

In addition to the aforementioned data collection, the campus will collect data at a detailed-level including:

- **Participation Rates at the Activity-Level:** The DCSI will ensure that internal records are kept with documentation including activity logs, sign-in sheets for all activities, purchase orders of technology and software purchased, and professional development trainings offered.
- **Dosage Rates of an Intervention per Student**: Interventions provided to students will be tracked by the frequency and length of each session (i.e. 30-minute sessions on a daily basis) and tracked to determine the 'dosage' rates.
- **Teacher Practice Observed Rates at the Targeted Strategy-Level**: The DCSI, Mentor Teachers, and Instructional Coaches will monitor teacher performance/practice utilizing classroom observations and walk-throughs. In addition, teachers will be gauged based on student performance.
- **Academic Outcome Data at the Activity-Level per Student**: As previously mentioned, academic data will be collected utilizing state and local assessment. In addition, PEIMS 425 Reports will be generated to determine the number of disciplinary actions reported and the effect of these actions on student academics.

Inform Effectiveness of Each Intervention: In order to ensure that the data collected is reliable and detailed, the Campus Intervention Team/P-16 Leadership Initiatives Team will: 1.) Create and implement a data collection plan; 2.) Analyze the data on a quarterly basis; 3.) Communicate the results from the data to campus and district administrators, as well as, teachers, parents, and community members; and 4.) Modify and/or enhance interventions, as needed. The TTIPS Intervention Team will utilize these processes for collecting data to inform the effectiveness of the each intervention and measure the program outcomes. This will allow the district and the campus to pinpoint where changes and/or improvements need to be made to the interventions being provided.

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: **108-909** | 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?
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Assessing the Activities on an On-Going Basis: In order to ensure the campus is effective in implementing the program activities and interventions in a timely manner and with fidelity, the Campus Intervention Team/P-16 Leadership Initiatives Team will actively monitor the various components of the plan. The Intervention Team, and District and Campus Administrators will evaluate the progress in meeting the improvement objectives, goals and strategies at minimum on a monthly basis to ensure any problems, issues, or concerns are addressed as soon as possible. The Deputy Superintendent, Assistant Superintendent for Curriculum and Instruction, Administrator for High Schools, and Campus Intervention Team/P-16 Leadership Initiatives Team will review student performance data on a quarterly basis to determine that the campus is either making adequate progress or is maintaining performance at a high-level. At this time, any problems with the project delivery will be identified and corrected. The following is the process and staff responsible for assessing the effectiveness of program goals/activities and interventions on an on-going basis:

Assessment of Program Activities	
Process: *Staff Responsible*	**Description**
Orientation and Readiness: *District Administrators (Deputy Superintendent, Assistant Superintendent for Curriculum and Instruction, Administrator for High Schools)*	Build a common understanding and ownership for the ***Texas State-Design Model*** process. Develop a clear picture of what it will take to progress through the improvement process.
Gather and Organize Data: *Administrator for High Schools, DCSI, and Intervention Team*	Gather information from multiple indicators (achievement, demographic, etc.). Data is prepared to facilitate analysis.
Analyze Data: *Assistant Superintendent for Curriculum and Instruction, Administrator for High Schools, DCSI, and Intervention Team*	Make data decisions about what areas to focus on to achieve a desired and preferred outcome. Identify root causes of the issue. This will result in an analysis of data based on narratives, charts and graphs displaying the current status of the campus. A prioritized list of challenges will be generated and used in subsequent stages to develop goals/activities and revise improvement plans.
Prioritize and Set Goals: *Assistant Superintendent for Curriculum and Instruction, Administrator for High Schools, DCSI, and Intervention Team*	Determine priorities based on the campus's strengths and challenges identified by data analysis. Clear, measurable and attainable goals will be created and prioritized.
Research and Identify Effective Strategies/ Practices: *DCSI*	Identify effective research-based practices, strategies, programs, and/or interventions that address the goals and root causes. This will provide the basis of improvement through additional research and analysis of data, identification of best practices, and classroom walkthroughs.
Develop and Implement Plan(s): *DCSI and Intervention Team*	Focus specific improvement plans on prioritized areas, describing the specific activities, timelines, persons responsible and outcome measures for each strategy, intervention, and/or program created.
Monitor Implementation and Progress: *Deputy Superintendent, Assistant Superintendent for Curriculum and Instruction, Administrator for High Schools*	Monitor implementation of the action plan, identified strategies/practices, and student progress to ensure continuous progress toward achieving the goals and objectives of the ***Texas State-Design Model***. Formative and summative measures will be used to see if progress is occurring toward each goal/activity. Based on this information, plans will be revised as necessary.
Review and Revise: DCSI and Intervention Team	Analyze formative and summative measures specified in the improvement plans to determine if student needs have been met.

Problems with Project Delivery to be Identified and Corrected: Any major changes that are identified for the implementation plan and need to be corrected will be presented to the Board of Trustees at the next scheduled school board meeting during which DCSI and/or Campus Intervention Team/P-16 Leadership Initiatives Team will have the opportunity to discuss and select how any issues will be addressed. Once approved by the Superintendent and Board of Trustees, the DCSI will be responsible for ensuring that any changes to the program delivery are implemented immediately. If a change in the program or a new vendor is required, an amendment will be submitted to TEA for final approval. Parents, teachers, staff, students, and community members will be notified of changes via email or printed notifications.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **108-909**	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

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GRANT SPECIFIC CRITERIA (GSC): Methods described for recruiting, screening, and selecting external providers ensures highest possible quality in providers. (10 points)

Rigorous review process used to select highest-quality and best-fit external providers: The district and campus administrators utilized and will continue to utilize a rigorous process to select high-quality external providers to conduct services and deliver products that would be instrumental to the school reform and supplemental to existing resources (*non-duplicative*). In order to ensure the proper external providers were selected, the campus first reviewed needs of the campus, the goals of the program, as well as, the planned interventions and initiatives. In addition, the administrators solicited the assistance of the district's Assistant Superintendent for Curriculum and Instruction, as well as, the Administrator for High Schools to ensure that all external providers being considered offered services that were aligned with the campus's instructional model.

Identify a reasonably sized pool of prospective external providers: The district and campus administrators met to identify and categorize the reasonably sized pool of external providers that would be required to implement a success TTIPS Program. During the meeting, the administrators reviewed the list of providers/vendors and included any relevant research that had been collected. The pool of external providers included: Professional Development Trainers, Technology Vendors, External Evaluator, Curriculum Vendors, and more. Based on previous experiences and recommendations, the administrators were able to recommend external providers who had shown high levels of experience in delivering services, had a history of prior success, and were consistent with strong results in similar projects. These individuals would be scheduled to provide a product demonstration for selected teachers, staff, and the Campus Principal, as well as, to provide a bid or quote for identified services.

Assess level of experience in delivering the work: The district and campus administrators researched the number of years of service for each provider/vendor and requested information pertaining to the level of experience of its staff, along with a list of previous clients. Any provider/vendor that did not have at least 10 years of experience in providing services in the same category was notated. Additionally, previous clients of each provider were contacted in order to solicit feedback.

Determine a history of prior success; consistent strong results in similar projects: In order to determine prior success, the district and campus requested feedback from the provider/vendor's previous clients. The feedback included the degree to which the services provided had been successful in achieving the intended results and was consistent with strong results in similar projects, as well as, previous experience with TTIPS grantees. In addition, the providers were required to be experienced in implementing services that would allow the campus to function independently (build capacity) after all services have been rendered, such as implementing a Train-the-Trainer Model.

Conduct a risk-assessment related to contracting: The district and campus administrators assessed how the contracting of each external provider would support the TTIPS goals for campus reform and how the relationship would be managed. Areas of concern included the security issues related to the accessibility that would be granted to technology and students. The campus is aware that by allowing access to any provider to install technology and/or software in the district, student, teacher, and staff records are at a risk of being compromised. In addition, by allowing external providers access to the campus, they would also gain access to the students. To minimize the threat to students, teachers, staff, and parents, the district will enforce the fingerprinting policy as per the Texas Education Code (TEC), Chapter 22, Subchapter C. This will include any individual that is employed or subcontracted through the agency to provide any level of service at the campus. In addition, each provider will be required to submit a signed Confidentiality Form. This form will help to ensure students, teachers, staff, and parent's information is protected as required by FERPA.

Execute final selection and procurement: Once the experience, history of prior success, previous result, and risk-assessment were approved, a high-quality service provider/vendor for each category was selected. As per the district's policy, if the grant is awarded, any quote and/or invoice that exceed $25,000 will be scheduled to be presented for school board approval during the next scheduled school board meeting.

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

County-district number or vendor ID: **108-909** | 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.

GRANT SPECIFIC CRITERIA (GSC): Methods described for rigorous oversight of external providers ensures ongoing high-quality service and success in delivering outcomes. (10 points) Rigorous and On-going Process to Provide Oversight to Providers: If awarded, the campus will employ a full-time District Coordinator of School Improvement (DCSI) that will be responsible for providing oversight to the external providers. The DCSI will be required to: Be present at the on-set of the contractual agreement with each provider; Attend professional development trainings; Work with the Chief Technology Officer to oversee the installation of technology, hardware, and/or software; Meet with teachers, staff, students, parents, and/or community members to discuss the quality and ease of providers' implementation of products, services, and strategies; Allow for those receiving services to complete surveys evaluating the external providers' performance; Respond to any questions, issues, and/or concerns that may arise about the external provider (s); and Provide the Intervention Team with regular updates on the external providers' performance.

Proposed Schedule to Regularly Review Provider Performance: Since each provider will deliver services at various times throughout the year and will range in frequency, the campus will create an online calendar of events that will include dates of the following activities: each of the external provider's expected services; when and method to review providers; when the preview of performance or services will be conducted; when issues will be addressed with the external provider(s); and when assessment results will be submitted to the Intervention Team for review. This calendar will be available for the DCSI, Principal, and Campus Intervention Team to link to their cell phone or laptop in order to provide up-to-date notifications of upcoming events. This online calendar will allow for on-going and continuous oversight.

Campus/District Personnel Responsible For Oversight and Management of Providers: As previously mentioned, the DCSI will be responsible for providing direct oversight and management of the providers. The DCSI will share any issues with the providers to the Campus Intervention Team, Asst. Superintendent for Curriculum and Instruction, and Administrator for High Schools, who will meet to discuss the necessary steps to improve or replace the provider (s).

Process/Instruments Used to Measure and Monitor Success of Providers: In order to ensure that each of the providers is held to a high-level of excellence, the DCSI will implement several processes and will utilize appropriate instruments to constantly monitor and evaluate the success of each provider. These will include the following:

- Mentor Teachers will assist with soliciting input from teachers regarding the professional development and implementation of products and services. To gather this information, the Mentor Teachers will host face-to-face discussion groups immediately following each training session, at which time teachers will be asked to complete evaluations or provide testimonials. These evaluations/testimonials will collect teachers' input regarding the quality of the information that was provided, the presenters' ability to articulate new procedures in a manner that is easy to follow, and the teachers' opinion of the relevance of the training that was provided.
- The Chief Technology Officer will assist with by providing a professional opinion regarding the technology, hardware, and software external provider(s). The Chief Technology Officer will be asked to rate the quality of the products that are provided, the ease of access of installation, the compatibility with existing resources, the knowledge and experience of the installation technician (s), and the support and training that was provided to the appropriate individuals. In addition to completing a written evaluation, the Chief Technology Officer will also solicit the opinions of teachers and students that will be utilizing the new resources via a short survey.

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

Criteria to Remove/Replace a Low-Performing Provider: Should a provider not meet the expectations or scope of work for the campus's TTIPS Program, as outlined in the written agreement/contract, the DCSI may suggest to the campus and district administrators that the provider be replaced. An alternate provider or intervention will be presented as a solution based on the previous pool of external providers identified. If it is agreed that the change is warranted, the provider will be notified in writing of the campus's decision and, if needed, an amendment will be submitted to TEA for approval.

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

1.	The district and campus will oversee the Campus Intervention Team/P-16 Leadership Initiatives Team which will consist of TTIPS staff, district and campus staff, teachers, parents, and community members. The Intervention Team will be responsible for meeting on a regular basis and reviewing data collected and determining if the campus is on target to meet proposed objectives.
2.	The district and campus will hire a TTIPS District Coordinator of School Improvement (DCSI).
3.	The district and campus will identify all key partners in place that will enable the success of the Early College High School.
4.	The district will review and revise, if needed, the exiting Memorandum of Understanding with South Texas College (STC).
5.	The district, campus, and key partners will develop and maintain an intervention team focused on P-16 Leadership Initiatives that will meet regularly to address issues of the ECHS design and sustainability. The membership will include the campus principal and individuals with decision-making authority from both the district and South Texas College (STC).
6.	The district and campus will develop a plan to increase teacher and school leader effectiveness through use of the McREL (evaluation system).
7.	The campus will partner with a TEA approved Texas ECHS Technical Assistance Provider, and fulfill any conditions required to maintain TEA designation status.
8.	The campus will contract/partner with a Texas ECHS demonstration site or other Texas ECHS that have retained designation for at least the last four consecutive years and assessed as exemplary using the Texas ECHS Blueprint, or other ECHS selected as a match partner site by the TEA.
9.	The TTIPS personnel will travel to visit with the selected Texas ECHS demonstration site and discuss best practices and experiences.
10.	The campus will identify a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. The curriculum will allow all students to graduate high school with at least six (6) credit hours by the start of the 2017-2018 academic school year to sixty (60) by 2018-2019.
11.	The campus will develop a written course of study plan showing how students will progress as an ECHS graduate. The plan will provide a pathway to a Baccalaureate Degree and follow the courses and fields of study listed in the Texas Higher Education Coordinating Board (THECB) Lower Division Academic Course Guide Manual.
12.	The campus will develop a plan to 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.
13.	The campus will develop a plan provide social and emotional supports for the students, including: connections to social services, parent outreach, and involvement opportunities.
14.	The district and campus staff will conduct meetings for curriculum planning, design, and creation.
15.	The grant personnel will receive training to be provided by the contracted agencies including the Region 1 Education Service Center.
16.	The campus will work with the ECHS TAP to create and submit an Early College High School Readiness Assessment in addition to the required TTIPS Implementation Readiness Portfolio.
17.	The district and campus will procure any necessary software and/or hardware required during the implementation year.
18.	The district and campus will purchase allowable supplies and materials required to successfully operate the program.
19.	The campus will hold a meeting, which will be open to the public, in order to solicit feedback and suggestions regarding the activities to be provided through the grant program.
20.	The campus will begin the process to establish a daycare center, to be offered free for students who are parents and attending Ballew High School. The campus will apply for necessary permits, identify eligibility criteria, hire 2 caregivers, and purchase any necessary furniture, equipment, and supplies.

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

PSJA ISD and Elvis J. Ballew High School will coordinate existing strategies and interventions, resources and facilities and other appropriate community, state, and federal resources in order to maximize the effectiveness of the TTIPS grant over the four-year program and beyond grant funding.

On-Going, Existing Efforts Similar or Related to the Planned Project: With the recent decrease in state and federal funding, the campus has struggled to provide programs that are designed to generate campus reform. The campus does; however, provide limited regular and on-going professional development to all teachers and staff. In addition, state Instructional Materials Allotment (IMA) funds are utilized to purchase teaching materials that are research-proven to increase student participation and scores. Finally, the campus will provide assessments and conducts walkthroughs for all teachers on a regular basis.

Other efforts that will have an indirect effect on the TTIPS Program include, but are not limited to:

- Usage of existing and new curriculum recently purchased through local or state funds;
- In-kind services of current campus teachers and paraprofessionals;
- Maintenance and repair of hardware, technology, and software;
- Maintenance and repair of instructional facilities;
- Utilization of existing computer labs, printers, and telephone systems;
- Utility services including: electricity, water, Internet, etc.

How Coordinated Efforts will Maximize Effectiveness of Grant Funds: If awarded, the campus will provide existing program resources to support the proposed TTIPS Program with technology equipment and training materials. Teachers and staff will also be allowed to utilize existing school facilities, computers, TV/DVD's, projectors, and overhead materials, as well as, participate in staff trainings and meetings. In addition, the campus will utilize existing staff to provide support to the program. The Assistant Superintendent of Finance will assist in managing grant expenditures; campus administrators will conduct assessments and evaluations; and Board members will be asked to keep stakeholders informed of the on-going progress of the program. These funds will not be used to divert or decrease existing services required by state law, the Texas Education Agency (TEA-State Board of Education), or by local policy.

The campus administrators feel confident that they have the capacity and commitment to provide adequate resources and related services to the campus staff to implement, fully and effectively, the required activities of the **Texas State-Design Model**. The campus has a great need for the funds and has a strong commitment from the Board of Trustees, Superintendent, Campus Principal, Assistant Principal, Counselors, Paraprofessionals, Teachers, Site-Based Decision-Making Committees (SBDM), Campus Administration, Parents, and Community Members to ensure that the funds are used to provide adequate resources to enable the campus to raise substantially the achievement of their students. During the grant period, staff will continue to utilize the support of the Campus, Principal, Assistant Principal, Teachers, Parents, and Community to fully integrate the proposed program.

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Statutory Requirement 5:Principal Replacement
Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 5 implementation, the principal's first year at the applicant organization must have begun at or during school year 2015-2016. The principal may not have been principal of the applicant organization prior to school year 2015-2016.** These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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

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

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

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

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	Student growth plays an intricate part in an educator's evaluation. Of the 5 parts of the teachers' evaluation, students' academic achievement will be heavily weighted at 50%. Therefore, to determine student's growth, the campus will utilize various data sources (*weight*) in the evaluation process including the following: **STAAR, ACT, SAT, TSI, EOC Testing and Local Benchmarks (50%)**: The campus will utilize STAAR, ACT, SAT, TSI and EOC scores for the 2015-2016 calendar school-year, for appropriate grade levels, as well as, local benchmarks, as the basis for student growth comparison. Subsequent testing scores will be utilized in order to see if the campus has an increase in the number of students that met the standards. In addition, the campus will track the number of students by teachers that met the standards in order to determine if each teacher is being effective in the classroom. **Student Attendance and PEIMS 425 Reports (20%)**: The TTIPS and campus staff will review attendance and PEIMS reports in order to determine if PBIS strategies are being implemented effectively in the classroom or are needed. **Walk-Throughs (15%)**: District, campus, and TTIPS staff will conduct walk-throughs during the teacher's instructional period in order to determine if the teacher is effectively engaging and managing the students and classroom. **Classwork (10%)**: The campus will review students' classwork regularly in order to determine whether students are showing significant academic growth. Student class scores will be compared to previous years as well as to the teacher's peers in order to determine whether the teacher is being effective in the classroom. **RtI Software (5%)**: Teachers will utilize RtI software to assess students each month. Assessment results will assist the campus in determining if students' academics are improving.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	As can been seen in the data that will be generated above, the campus will gather data from multiple sources throughout the four-year grant period in order to determine if teachers are positively impacting students' performance. **Observation-based Assessments:** Walk-throughs and assessments will be conducted quarterly by the District Coordinator of School Improvement (DCSI), Mentor Teachers, and Instructional Coaches on all core area teachers. An annual walk-through and assessment will be conducted by the Principal on all teachers. In addition, teachers in each core areas will be selected to have a walk-through and assessment conducted by the External Evaluator. **On-Going Collection**: Data will be collected on an on-going basis through multiple sources during each school year to track teachers' effectiveness, practices being implemented, and classroom management and provide struggling teachers with additional professional development training, resources, and support.
Describe how the evaluation system was developed with teacher and principal involvement:	The McREL evaluation system was reviewed by the district- and campus-level committees and adopted by the Board of Trustees. The committees consist of district-level staff (Deputy Superintendent, Asst. Superintendent for Curriculum and Instruction, Asst. Superintendent for Human Resource Services, Human Resources Administrator, and Administrator for High Schools), as well as, the Campus Principal and Teachers. The committees met in order to discuss the various methods that can be utilized to evaluate teachers. The administrators understand that it was imperative that multiple avenues be utilized to assess the teachers' performance. This would provide a more holistic means to determine the teachers' effectiveness. Therefore, the evaluation system will be based on observable, job-related behavior, including: (1) teachers' implementation of discipline management procedures; and (2) the performance of teachers' students. The system will be detailed by category of professional skill and characteristic and will provide separate ratings for each category.

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Statutory Requirement 8:Educator Reward and Removal

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

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

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

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

Describe the rewards available for educators who have increased student achievement in implementing the model:

The campus has developed a rewards system that will be utilized to motivate and recognize Mentor Teachers and teachers whose students demonstrate an increase in academic achievement during the implementation of the **Texas State-Design Model.** Due to the comprehensive nature of the teacher reform strategies, the planned reward system will provide mentors and teachers a multi-tiered incentive program. An example of the proposed plan is provided in the table below.

MENTORS TEACHERS

Basis	Amount	Total
Paid Quarterly	$750	$3,000
Paid per assigned teacher (5 teachers maximum)	$200	$1,000
Paid per teacher that demonstrates growth (5 teachers maximum)	$200	$1,000
Maximum Eligible Amount Per Year:		$5,000

TEACHERS

Basis	Amount	Total
A minimum of 3% increase of students who meet Reading STAAR proficiency. A minimum of 3% increase of students who meet Math STAAR proficiency.	50% - $500 100% - $1,000	$1,000
Root Cause: A minimum of 3% increase in student attendance.	50% - $750 100% - $1,500	$1,500
A minimum of 10% increase in parents who participate in campus activities.	50% - $250 100% - $500	$500
Maximum Eligible Amount Per Year:		$3,000

Describe protocols/interventions to support teachers who are struggling to improve professional practice:

Protocols: In order to support new and struggling teachers, the campus has devised a system of support that is designed to ensure the growth and success of each teacher. On-going monitoring of each core area teacher conducted by multiple district, campus, and contracted staff will help ensure that struggling teachers who are identified through the district's appraisal system are provided with the appropriate interventions to address any area of need.

Interventions: Struggling teachers will be placed in clusters with the Mentor Teachers and Instructional Coaches to provide individualized professional development trainings that are grade-specific. The trainings will include topics designed to improve classroom management and instruction for students' academic achievement. The clusters will remain in groups of no more than 6 to allow for a high-level of intervention.

Describe the criteria established for educator removal:

The criteria for educator removal will be based on the district's appraisal system. The system utilized is based on observable, job-related behavior, including: (1) teachers' implementation of discipline management procedures; and (2) the performance of teachers' students. The system to be utilized was developed by the district- and campus-level committees and adopted by the Board of Trustees. All teachers will have the opportunity to improve, if need be, based on the appraisal results. Teachers needing improvement will receive additional classroom observations, mentoring, and professional development, along with a growth plan, plan of action, and appropriate intervention. The teachers' assigned Mentor Teacher, Instructional Coach, and DCSI will meet to discuss improvement and targeted intervention strategies. If no improvement is noted and no added solutions can be devised, this individual will be referred to the Human Resources Department. A complete report will be provided to the Human Resource Department that will include: evaluation results, a list of strategies implemented, list of trainings provided, and students' performance results. Based on this information, the Principal and Superintendent will meet with the Assistant Superintendent for Human Resource Services and Human Resources Administrator to review what steps will be followed to re-assign the teacher.

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

N/A

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

Identify the IHE partner that will be in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	**IHE Partner in Place**: PSJA ISD and Elvis J. Ballew School have had a long-standing relationship with South Texas College (STC) in providing distance learning and dual enrollment courses. To that note, Ballew High School has an existing Memorandum of Understanding with South Texas College (STC) as the Institution of Higher Education (IHE) that provides college-level courses for its Early College High School students. **Title/Role of the IHE Primary Point of Contact**: The primary point of contact at STC is Ms. Sofia M. Peña whose title is the Director for Early College High School. **Essential Agreements Reached at this Point**: Currently, Ballew High School has an existing Memorandum of Understanding with South Texas College (STC) which includes joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions. The Memorandum of Understanding with STC addresses topics including: the ECHS location; the allocation of costs for tuition, fees, textbooks, and student transportation; joint decision-making procedures; and provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
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:	Elvis J. Ballew High School and South Texas College (STC) have agreed to the following fee waiver plan which is noted in the signed MOU: **College and Course Fee:** STC agrees waives all student tuition and fees for those students taking courses. The district will be responsible to pay expenses for STC's faculty needing to travel to the campus or for college course sections where a course is provided solely for ECHS students. **Textbook Fees**: STC may be able to apply a discount to qualifying textbooks which will be determined by the college based on the textbook. Regardless of discount applied, no fees will be assessed to the students. The high school will budget for the purchase of textbooks and will create a college textbook library for students to check out books on a per-semester basis. Moreover, Ballew High School will provide bus transportation from its campus to STC; therefore, students will not be assessed any parking fees. **Assessment Fees**: If awarded, Ballew High School will utilize grant funds to cover up to two (2) re-testing fees. It will be the student's responsibility to pay for any retest fees that exceed the two (2), if needed. The Texas Success Initiative (TSI) assessment is required for all students with an educational plan to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.

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

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2017-2018 school year to sixty (60) by the start of 2018-2019 school year:	**Processes the district will take to build the number of college courses available**: PSJA ISD and Elvis J. Ballew High School are fully committed to expanding its recently approved Early College High School (ECHS) which provides an opportunity for its student to graduate with college hours and/or an Associate's Degree. The Early College High School (ECHS) was designated during the Spring of 2016 as a school-wide campus. Through the campus's existing resources and potential funding from the TTIPS grant, Ballew High School will supplement its existing resources and *will ensure that the number of college courses available to students during high school will increase from a minimum of six (6) by the start of the 2017-2018 to sixty (60) by the start of 2018-2019 school year.* If awarded the TTIPS funding, PSJA ISD and the Ballew High School campus would be able to provide a high-quality Early College High School with approved endorsements including, but not limited to: Multidisciplinary Studies; Criminal Justice; Public Relations; Arts and Humanities; and Science, Technology, Engineering, and Math (STEM). These endorsements have previously been approved through the existing Memorandum of Understanding (MOU) with South Texas College (STC). Through this MOU, joint decision-making procedures have already been established that allow for the planning and implementation of a coherent program across both institutions. Specifically, the MOU states that STC and Ballew High School will provide a course of study that enables a participating student to receive a high school diploma and either an associate's degree or 60 semester hours towards a baccalaureate degree during grades 9-12. South Texas College will give credit for courses taken for dual credit under the Dual Enrollment Courses Agreements which have been approved with primary emphasis on the Core Curriculum requirements for all Associate of Arts' degrees. At the start of a student's 9th grade year of high school, the student will receive an academic degree plan upon the completion of a career and program of study interest inventory. During a student's senior year, or after completion of the core curriculum, courses for field of study programs can be completed according to STC's suggestion of course sequencing. Such courses will be evaluated and approved through the official college curriculum approval process and will be taught at the college-level. Moreover, Ballew High School will also partner with the Texas Virtual School Network (TxVSN) to provide online courses to eligible students. The TxVSN was established by the Texas Legislature in 2007 to provide Texas students with equitable access to quality, online courses. Since its inception in January 2009, the TxVSN has provided Texas students and schools with a valuable avenue for interactive, collaborative, instructor-led online courses taught by state certified and appropriately credentialed teachers. The Texas Education Agency (TEA) offers state-supported online learning opportunities to students across the state through the Texas Virtual School Network (TxVSN) using a network approach that works in partnership with districts. TEA, under the leadership of the commissioner of education, administers the TxVSN, sets standards for and approves TxVSN courses and professional development for online teachers, and has fiscal responsibility for the network. If awarded, the district will submit an application, along with the course schedule, to TxVSN for review in order to provide online college courses.

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

County-district number or vendor ID: **108-909** | Amendment # (for amendments only):

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

Describe the academic, social, college readiness and college access services that will be in place by Fall 2017, to support student success in college-level coursework and continued post-secondary education pursuits:	The following academic, social, college readiness and college access services will be in place by Fall 2017, to support student success in college-level coursework. Ballew High School will hire a full-time College Readiness Specialist (Counselor) to be assigned to all the ECHS students. The Counselor will provide services in partnership with the South Texas College (STC) ECHS Liaison. The services to be provided to the students will include the following: **Academic**: The Elvis J. Ballew High School will provide a personalized learning environment by creating a seamless curriculum between the high school and South Texas College (STC). The campus will provide a work-based experience for its students through rigorous, purposeful, and responsive instruction with emphasis on leadership and relationship development. In order to ensure that students feel comfortable and are successful in their classroom and coursework, the high school will implement strategies that will help develop a personalized learning environment. For example, if a student is not performing at the required level in two or more college courses, the Principal and College Readiness Specialist (Counselor) will personally meet with the student to identify the reason for the student's low performance. This will occur after each 3-week progress reporting period and after each 6-week report card distribution. Once the issue has been identified, the College Readiness Specialist will ensure the required measures are taken. Measures will include, but are not limited to the following actions: Teachers will meet as a team to discuss the student's specific grade-level needs and will implement a plan of intervention; Parents will be contacted for any student failing or borderline of failing; STC will provide tutorial programs to students in all subject areas and at various times through the Centers for Learning Excellence (CLE). The Centers for Learning Excellence provides academic tutoring in most college subjects offered at STC. The CLE also provides computers for student use, Internet access, and academic printing. All services in the Centers for Learning Excellence are free of charge. The learning environment will be one of the district's top priorities for the ECHS to ensure that students are feeling comfortable and become successful in their classrooms and coursework. **Social**: The social and emotional support of the students will be crucial to maintain in order to improve attendance and ensure academic success. The campus will ensure it provides continuous social and emotional support to the students by hiring a College Readiness Specialist, along with developing a Personalized Learning Community (PLC). This will be developed by offering individualized career and course planning with all students, setting up Individual Graduation Plans, assisting in personal or family matters, and providing social and emotional advisement. Moreover, group sessions will be provided when necessary to handle social and emotional issues with fellow students. Additionally, student/parent/teacher conferences will be set up to ensure academic and emotional encouragement is provided not just to the student, but to the parents as well. **College Readiness**: The ECHS campus will provide students with a variety of college readiness services including, but not limited to: Academic planning for college; college exploration and selection; college admission; assistance with financial aid applications; SAT/ACT and TSI preparation; and transitional services from high school to college enrollment. These services will be provided by both Ballew High School and STC to encourage early college planning and provide guidance through the college admission and financial aid processes. **College Access:** The ECHS students will be issued a college Student Identification Card, which will allow them access to the college's academic and support facilities, such as libraries, labs, advising center, career center, eating facilities, cultural facilities, and sports facilities. Ballew High School is located 7.3 miles of the college campus, which will allow students to have regular use (a minimum of six times per school year) of college academic facilities due to the close proximity of the campus to the college.

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

County-district number or vendor ID: **108-909**	Amendment # (for amendments only):

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

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

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

County-district number or vendor ID: **108-909**	Amendment # (for amendments only):

Statutory Requirement 14:High-quality preschool programming (continued)
Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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

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

County-district number or vendor ID: **108-909**	Amendment # (for amendments only):

Statutory Requirement 15:Screening and Selecting Staff
Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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

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

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Statutory Requirement 16:New Governance Structure/Turnaround Office

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

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

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N/A

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

County-district number or vendor ID: **108-909**	Amendment # (for amendments only):

Statutory Requirement 17:Whole-School Reform Model Developer
Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	
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.	

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

N/A

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

County-district number or vendor ID: **108-909**	Amendment # (for amendments only):

Statutory Requirement 19:Enrollment in higher achieving schools
Applicants proposing a **CLOSURE** model must enroll students who attended the school in a higher achieving school within reasonable proximity to the closed school.
These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to a higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: **108-909** | Amendment # (for amendments only):

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

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

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

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

Use Arial font, no smaller than 10 point.

Critical Success Factor: ***Improve the Instructional Program***

	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	This campus will implement a curriculum that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum; or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.	6100 - The campus will hire several individuals including a DCSI, College Readiness Specialist/Counselor, and Social Worker/Truancy Officer to create a study plan. 6200- The campus will partner with STC to provide college-level courses.
2.	The campus will develop a written course of study plan showing how students will progress as an ECHS graduate. The plan will provide a pathway to a Baccalaureate Degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.	6100 - The campus will hire several individuals including a DCSI, College Readiness Specialist/Counselor, and Social Worker/Truancy Officer to create a study plan.
3.	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.	6100 – The campus has budgeted for extended learning time and tutoring for its students to be provided by the teachers.
4.	The campus will hire a Social Worker/Truancy Officer to provide social and emotional supports for the students, including: connections to social services, parent outreach and involvement opportunities.	6100- The campus will hire a full-time Social Worker/Truancy Officer.
5.	The campus will 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. The fees associated with the administration of the TSI will be waived for all students.	6200 - The campus has budget funds to cover the students' testing fees associated with the TSI.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: **108-909** | Amendment # (for amendments only):

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

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

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

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

Use Arial font, no smaller than 10 point.

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

	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	The campus will allow teachers to continue their education and receive tuition reimbursement for their Master's Degree in Education so that they are qualified to teach college-level courses.	6100- The campus has budgeted funds for a Teacher Master's Program. The funds will be reimbursed to teachers upon completion of their Master's Degree.
2.	Instructional Coaches will be contracted to provide on-site professional development to teachers on how to use evidence-based teaching practices and provide support in learning and applying these practices.	6200 – The campus will contract with the Region Service Center to provide a host of professional development trainings, as well as, coaching from qualified Instructional Coaches.
3.	Current teachers will be assessed in order to identify individuals that are qualified to serve as Master Teachers. These individuals will be provided with professional development training that will prepare them to serve in their new role of Trainer-of-Trainers. Each Master Teacher will provide support and oversight to their assigned teachers that have less than 2 years of experience and/or are struggling.	6100 – The campus will implement a Master Teacher Program and pay stipends of up to $5,000 per Master Teacher.
4.	The campus will provide professional development that is customized to the campus' at-risk and underrepresented population. This includes trainings on increasing attendance (root cause), reducing truancy, how to accommodate pregnant and parenting teens within the classroom, etc.	6200 - Various contracted providers will provide professional development trainings geared at improving the campus' deficiencies, including attendance, coupled with the high percentage of at-risk students.
5.	Teachers will be provided with performance-based stipends based on student academic performance and attendance, as well as, extra-duty pay for hours worked beyond their contracted schedule.	6100 – The campus has budgeted up to $3,000 per teacher to provide stipends for teachers whose students demonstrate academic and attendance performance.

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TEA Program Requirement 3:Interventions and Resources to meet Model Requirements- INCREASE LEADERSHIP EFFECTIVENESS

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

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

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

Use Arial font, no smaller than 10 point.

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

	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	A District Coordinator of School Improvement (DCSI) will be hired to implement all strategies of the TTIPS **Texas State-Design Model**. This individual will be solely employed to oversee, manage, and support the planned program. This individual will be provided with similar leadership training as those provided to the principal in order to ensure that she/he has the ability and confidence to manage the program effectively.	6100 - A full-time DCSI has been budgeted for the duration of the TTIPS Program.
2.	The district, campus, and key partners will develop and maintain a leadership team, focused on P-16 Leadership Initiatives, that meets regularly to address issues of the ECHS design and sustainability. The P-16 Leadership Team will include the campus principal and individuals with decision-making authority from the campus, district, and South Texas College.	6300 – Although the leadership team will not be financially compensated, supplies and materials will be utilized, when needed, for planned meetings.
3.	Succession management strategies have been created that will help ensure that the campus is equipped to replace any individual that chooses to leave the district. TTIPS staff will be trained in the role and function that they are designated for, but also be able to stand-in or support other key roles. If replacement personnel are brought in, such as a new Principal or Superintendent, exiting staff will be able to provide the new individual with support during the transitioning process.	6200 - Various contracted providers will provide professional development trainings geared at improving the campus' deficiencies, including attendance, coupled with the high percentage of at-risk students.
4.	The campus will provide teachers' professional development training that will provide them with research-based strategies that are proven to increase students' participation, improve academics, improve attendance, help reduce truancy, learn how to teach pregnant and parenting teens, and expand their classroom management skills. These trainings will help improve teachers' confidence and their leadership effectiveness, particularly with the English Language Learners (ELLs) population.	6200 - Various contracted providers will provide professional development trainings geared at improving the campus' deficiencies, including attendance, coupled with the high percentage of at-risk students.
5.	The Campus Principal will conduct teacher evaluations based on observable, job-related behavior. The system will be detailed by category of professional skill and characteristic and will provide separate ratings for each category. The evaluations will be utilized to determine teachers' leadership and performance skills.	In-kind - The campus will utilize the district's current evaluation system, McREL to perform teacher evaluations.

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TEA Program Requirement 4:Interventions and Resources to meet Model Requirements- INCREASE USE of QUALITY DATA TO INFORM INSTRUCTION

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

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

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

Use Arial font, no smaller than 10 point.

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

	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	The District Coordinator of School Improvement (DCSI) will utilize formative and summative assessments to recommend instructional adjustments to the Campus Intervention Team/P-16 Leadership Initiatives Team. The results of the review will be utilized to plan for future activities and professional development trainings. This will occur on a quarterly basis, or as needed.	6100 - A full-time DCSI has been budgeted for the duration of the TTIPS Program.
2.	The Campus Principal and Teachers will utilize part of their Instructional Planning Time to analyze data & identify specific students requiring more intensive supports.	6100 - Funds have been budgeted for Instructional Planning Time for teachers and administrators.
3.	The campus will contract with an External Evaluator to ensure continuous use of data to inform and differentiate instruction. The Evaluator will conduct surveys on teachers, parents, students, staff, and community members. In addition, walk-throughs and focus group discussions will be performed. Based on these results, the Evaluator will provide suggestions and recommendations to address any areas of weakness.	6200 - The campus has budgeted for an external evaluator for each year of the TTIPS Program.
4.	The campus will utilize RtI Software that is designed to assess students and provide data on their progress. In addition, the campus will collect: data to identify the population at risk of dropping out of school, as well as, quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses.	6600 - The campus will utilize grant funds to purchase both ELA and Math RtI software. The software will help improve students' STAAR proficiency
5.	PLC groups will meet monthly in order to review data, provide suggestions and feedback, and discuss strategies to address deficiencies. Best practices will also be discussed in order for struggling teachers to gather new methods to address low data scores.	6100 - Funds have been budgeted for Instructional Planning Time for teachers and administrators.

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Schedule #17—Responses to TEA Program Requirements

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

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

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

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

Use Arial font, no smaller than 10 point.

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

	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	The campus will provide extended learning time, as well as tutoring and credit recovery, Monday through Friday starting the 2017-2018 academic school year. The instructional day will be increased by 30 minutes per day afterschool, in the evenings, weekends, and/or summers.	6100 - The campus has budgeted for 50 hours of extended learning time for each year of the grant. However, Year 1 will be prorated based on the grant's scheduled start date.
2.	The campus will review the academic learning time (period when instruction aligns with students' readiness to learn) as opposed to the allocated school time (total amount of time students are at school) in order to plan strategies to more closely align these two areas.	6100 - The DCSI will work with the campus and district administrators to review the academic learning time and plan strategies, as deemed necessary.
3.	The campus will provide advisory and/or college readiness support time built into each program of study.	6100 - The additional instructional learning time will allow the campus to incorporate college readiness support. 6100 - The campus will hire a full-time College Readiness Specialist/Counselor.
4.	Students that do not have a computer at home will be provided with the opportunity to check-out a laptop/Chromebook to utilize at home. Parents will be required to sign a permission slip prior to the releasing of the technology to the student.	6300 - The campus will purchase Electronic Tablets with Smart Keyboards to provide a 1:1 student-to-technology ratio.
5.	The campus' students will provide flexible academic calendars and scheduling in order to increase learning time. In addition, the campus will offer summer institutes, along with student camps, workshops, and academies.	6100 - The campus has budgeted for 50 hours of extended learning time for each year of the grant. However, Year 1 will be prorated based on the grant's scheduled start date.

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TEA Program Requirement 6:Interventions and Resources to meet Model Requirements- INCREASE PARENT/COMMUNITY ENGAGEMENT

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

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

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

Use Arial font, no smaller than 10 point.

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

	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	The campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, as well as, college and career counseling.	6100 - The campus will hire a full-time College Readiness Specialist/Counselor.
2.	The campus will implement various strategies to increase parent and community engagement. Strategies will include the contracting vendors to provide workshops designed to increase parents' participation in their child's education. In addition, parents and community members will be invited to be a part of the Campus Intervention Team/P-16 Leadership Initiatives Team in order to ensure their voices and opinions are included within the design and implementation phase of the TTIPS grant.	6200 – Various types of vendors have been included under Professional and Contracted Services to provide professional development services. In-kind – The campus will utilize existing resources available including the Parental Engagement Centers to increase parent and community engagement.
3.	The campus will ensure that parents and community members are provided with notification of meetings and events. Various manners of notification will be utilized in order to encourage parents and community participation. Methods for notification will include: letters sent home to parents, email blasts, social media (i.e. Facebook, Instagram, Twitter, etc.), school billboard, morning announcements, and flyers.	6300 – Funds from Supplies and Materials will be utilized to print notifications, when needed.
4.	A campus academic night will be scheduled in order to provide parents and community members the opportunity to take part in the students' education. The intent of this academic night will be to allow students to show parents the methods and resources that are being utilized to instruct them. Students will have the opportunity to show parents and community members while simultaneously providing parents and teachers the opportunity to "tryout" new technologies, manipulatives, and curriculum.	6100 - The campus will hire a full-time College Readiness Specialist/Counselor to plan and promote the academic night and open house. 6300 – Supplies and materials will be purchased, as needed, to support and promote the events.
5.	An open house will be scheduled at the beginning and middle of the year in order to allow parents the opportunity to meet the teacher and visit their classroom. Parents will be provided samples of children's work and will have the opportunity to ask questions.	

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: **108-909** | Amendment # (for amendments only):

TEA Program Requirement 7: Interventions and Resources to meet Model Requirements- IMPROVE SCHOOL CLIMATE

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

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

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

Use Arial font, no smaller than 10 point.

Critical Success Factor: ***Improve School Climate***

	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	Contract with the National School Climate Center (NSCC) to conduct a Comprehensive School Climate Inventory (CSCI) on the campus in order to receive immediate feedback on how students, parents, and school personnel perceive the school's climate for learning.	6200 – The campus has budgeted funds for each year of the TTIPS Program towards the NSCC.
2.	The campus will hire a full-time Social Worker/Truancy Officer to provide counseling and community outreach; thus, reducing absenteeism. The Social Worker/Truancy Officer will also conduct home-visits to students who miss several days of schools at any given time.	6100 – Funds have been allocated for one (1) full-time Social Worker/Truancy Officer for Ballew High School.
3.	The campus will contract a Security Guard to supplement existing guards to ensure that students feel safe and secure while at school. In addition, strategies will be implemented to decrease the number of student-related incidents. This will include incidents of bullying, fighting, possession of controlled substances, truancy, and others.	6200 – The campus will contract with a local agency to provide an added security guard to the campus.
4.	The campus will create an in-house daycare center for teen parents to leave their child(ren) while attending school. This will help the campus increase its attendance rate, reduce truancy, improve graduation rates; ultimately, increasing college enrollment and completion.	6100 – The campus will hire daycare providers to care for the children. 6600 – Furniture and equipment will be purchased during Year 1 of the grant only to start-up the daycare.
5.	The campus will implement various strategies to increase parent and community engagement. Parents and community members will be invited to be a part of the Campus Intervention Team/P-16 Leadership Initiatives Team in order to ensure their voices and opinions are included within the design and implementation phase, both prior to and during, of the TTIPS grant.	6200 – The campus will contract with parental engagement trainers to provide new strategies to teachers on increasing parental engagement. Moreover, trainings will be provided for parents on becoming more involved in their child (rens) education.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: **108-909** | Amendment number (for amendments only):

No Barriers

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

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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

County-District Number or Vendor ID: **108-909** | Amendment number (for amendments only):

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

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

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: **108-909** | Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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

County-District Number or Vendor ID: **108-909** | Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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

County-District Number or Vendor ID: **108-909** | Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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