Texas Education Agency
Standard Application System (SAS)

2017–2019 School Redesign Grant, Pilot Cycle		
Program authority:	Every Student Succeeds Act (ESSA), Public Law (P.L.) 114-95, Title I, Part A, Sec 1003, School Improvement	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period:	August 28, 2017, to July 31, 2019	
Application deadline:	5:00 p.m. Central Time, July 13, 2017	Place date stamp here
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2017 JUL -7 PM 2:16
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Santa Maria ISD	03191	Tony Gonzalez Elementary	
Vendor ID #	ESC Region #		DUNS #
1746002267	1		836341222P.O. Box

Mailing address	City	State	ZIP Code
P.O. Box 448	Santa Maria	TX	78592-

Primary Contact

First name	M.I.	Last name	Title
Maria	J	Chavez	Superintendent
Telephone # 956-565-6308	Email address		FAX #
Maria	mchavez@smisd.net		956-565-4422

Secondary Contact

First name	M.I.	Last name	Title
Rogelio		Campa	Principal
Telephone #	Email address		FAX #
956-565-5348	rcampa@smisd.net		(956) 565-2698

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Maria	J	Chavez	Superintendent
Telephone #	Email address		FAX #
Maria	mchavez@smisd.net		956-565-4422

Signature (blue ink preferred) — Date signed

Only the legally responsible party may sign this application

701-17-101-003

Schedule #1—General Information	
County-district number or vendor ID: 1746002267	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: 1746002267	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
1.	Portfolio Plan Questionnaire	Applicants must use the template posted on the TEA Grant Opportunities page to self-assess the district's portfolio plan.

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 Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 1746002267	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.	Grant funds awarded will supplement (increase the level of service), and not supplant (replace) State and local funds. The applicant provides assurance that each school served with these grant funds will receive all of the State and local funds it would have received in the absence of this award. The applicant's methodology used to allocate State and local funds to each school will demonstrate compliance with this assurance.
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 the campus it proposes to serve will receive all the State and local funds it would have received in the absence of funds received under this grant.
4.	The applicant provides assurance that it will engage in the necessary effort to align and complement existing school improvement strategies, goals, and interventions in their final approved grant, in order to effectively deliver a single and comprehensive school improvement plan.
5.	The applicant provides assurance that it will, in alignment with its selected school redesign model, implement one or more evidence-based strategies.
6.	The applicant provides assurance that it will provide access for onsite visits to the LEA and campus by TEA and its contractors.
7.	The applicant provides assurance to participate in a formative assessment of the LEA's capacity and commitment to carry out the selected school improvement intervention model at periods during implementation.
8.	The applicant provides assurance to participate in and make use of technical assistance and coaching support provided by TEA Division of System Support and Innovation and/or its subcontractors.
9.	The applicant provides assurance to attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
10.	The applicant provides assurance that the necessary operational flexibility (such as staffing, calendars/time, and budgeting) will be provided to campus leadership and the school redesign partner to fully develop and implement a school redesign. For those selecting the District of Innovation operational flexibility plan, this includes an assurance that exemptions received through the DOI innovation plan will be extended to the campus developing and implementing a school redesign plan.
11.	The applicant provides assurance that they will identify and contract with a redesign partner on or before December 1, 2017.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 1746002267 | 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.

Tony Gonzalez campus has been identified as a Priority campus by the Texas Education Agency (TEA). If awarded, the campus will implement the **Turnaround Model** that will increase student achievement by providing quality educational opportunities so that all students can reach their fullest potential. The program will include structural elements that are evidence-based and nationally recognized for ensuring the: Development and increase of teacher and school leader effectiveness; Delivery of comprehensive instructional reform strategies; Increase of learning time and creation of a community-oriented school; and Flexibility of campus schedule and sustained program support.

Santa Maria ISD is located approximately 2 miles from the Texas Mexico border and is approximately 2 square miles in size. The district's vision of, *"providing a welcoming and supportive environment where parents and educators work to make a positive difference in the hearts and minds of all students so that they may achieve their highest potential in becoming productive citizens"* will be the vision and focus for the school reform. The campus will enlist district and campus staff, parent, families, and community members to implement and support the proposed School Redesign Grant, Pilot Cycle which will restructure and transform the campus in a manner that will ensure students' academic and personal growth. This entailed addressing not only the educational, but also the social, family, and emotional aspects of every student and stakeholder. The program will benefit from grant resources based on the vision for school reform, commitments secured, and existing academic, staff and facility structures that will enable reforms to take place. Therefore, the campus will focus its reforms in the following areas:

- Implement the use of research-based and vertically aligned curriculum;
- Establish schedules and strategies that provide increased learning time;
- Provide access to technology and resources to all students *24/7;*
- Develop a comprehensive training plan tailored to each teacher's needs which offers opportunities for advancement;
- Provide teachers and staff the supports needed to grow and develop;
- Create an environment that encourages parental by addressing the needs of the parent and the family;
- Embrace school/community partnerships;
- Promote the continuous use of student data to differentiate instruction and meet their individual academic needs;
- Use rigorous, transparent, and equitable evaluation systems for teachers and principal; and
- Ensure that the school receives on-going, intensive technical assistance.

The campus's continuous failure to meet standards in the annual Accountability Ratings is a clear indication of the urgent need for lasting change is needed. For this change to be lasting and sustained, change cannot just occur within the school system. Commitment of the parents, families, and members of the community is also needed. Therefore, a series of meetings were held throughout the development of this grant to clearly define and communicate the mission and vision of the program with all stakeholders. Community Forum Meetings parent roundtables, and student roundtables were also scheduled, to provide information and garner feedback. Our communication plan was formulated and explained so that everyone had ownership, felt empowered, and understood the magnitude of the issues that are facing the campus. Issues include students' academic deficiencies, low-educational attainment, high-poverty, limited English proficiency, and lack of parental involvement. By ensuring all stakeholders are aware of these issues, the campus can ensure that an urgent sense of need for change is prevalent.

To ensure the campus meets these objectives, milestones have been identified that will help ensure that procedures, activities, and services are being conducted. Data will be collected through surveys, tests, classroom grades, sign-in sheets, and PEIMS reports to monitor and determine if the program is being successful and showing growth.

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.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 1746002267	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.

Initiatives will be to:

- Provide teachers the opportunity to attend professional development trainings that support focus school initiatives;
- Extend learning time by 30 minutes to increase students' access to core area academics;
- Meet with campus administrators to develop the Campus Calendar to include added opportunities to engage parents and community members in the student culture. This may include parent/teacher conferences, academic nights, etc.;
- Increase planning-time provided through Professional Learning Communities; and
- Meet with instructional staff to determine what resources are needed to engage students. This may include technology, RtI and math software, and student performance incentives.

The campus has put into place an organizational structure that allows for consistent monitoring and oversight of the program. The structure includes defined roles, functions, scopes of authority and systems so that all 2017-2019 School Redesign Grant, Cycle Pilot staff can work together to ensure the successful reform of the school. Additionally, the organizational structure will provide staff, students, parents, and community members with clear lines of authority and accountability.

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 to serve as teacher mentors, converting existing campus space to serve as STEM labs, creating a Parent Intervention Resources Room. two (2) Content Coordinator were previously hired to mentor teachers and assist the campus in monitoring instructional design and delivery. These individuals will be available to provide new staff with guidance, enhancing existing academic programs, and offering after-school tutorials to make significant school reform changes.

The campus will schedule quarterly meetings with district and campus administration to review the program's progress. The meetings will be open to the public 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: 1746002267				Amendment # (for amendments only):		
Program authority: Every Student Succeeds Act (ESSA), P.L. 114-95, Title I, Part A, Sec 1003, School Improvement						
Grant period: August 28, 2017, to July 31, 2019			Fund code: 211			
Budget Summary						
Schedule #	**Title**	**Class/ Object Code**	**Planning Cost**	**Implementation Cost**	**Admin Cost**	**Total Budgeted Cost**
Schedule #7	Payroll Costs (6100)	6100	$607,000	$628,000	$0	$1,235,000
Schedule #8	Professional and Contracted Services (6200)	6200	$90,000	$120,000	$0	$210,000
Schedule #9	Supplies and Materials (6300)	6300	$15,000	$25,000	$0	$40,000
Schedule #10	Other Operating Costs (6400)	6400	$3,000	$3,000	$0	$6,000
Schedule #11	Capital Outlay (6600)	6600	$25,000	$25,000	$0	$25,000
	Consolidate Administrative Funds				☐ Yes **X** No	
Total direct costs:			$740,000	$801,000	$0	$1,516,000
Percentage% indirect costs (see note):			N/A	$0	$0	$0
Grand total of budgeted costs (add all entries in each column):			**$740,000**	**$801,000**	**$0**	**$1,516,000**

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. 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.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 1746002267 | Amendment # (for amendments only):

		Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Cost	Implementation Cost	Total Budgeted Cost
Academic/Instructional							
1		Teacher	4		$216,000	$216,000	$432,000
2		Educational aide	3		$60,000	$60,000	$120,000
3		Tutor	0		$0	$0	$0
Program Management and Administration							
4		Project director	1		$65,000	$68,000	$133,000
5		Project coordinator	0		$0	$0	$0
6		Teacher facilitator	1		$50,000	$55,000	$105,000
7		Teacher supervisor	1		$50,000	$55,000	$105,000
8		Secretary/administrative assistant	1		$30,000	$35,000	$65,000
9		Data entry clerk	0		$0	$0	$0
10		Grant accountant/bookkeeper	0		$0	$0	$0
11		Evaluator/evaluation specialist	1		$15,000	$10,000	$25,000
Auxiliary							
12		Counselor	0	0	$0	$0	$0
13		Social worker	0	0	$0	$0	$0
14		Community liaison/parent coordinator	1	0	$30,000	$35,000	$65,000
Education Service Center (to be completed by ESC only when ESC is the applicant)							
15							
16							
17							
18							
19							
20							
Other Employee Positions							
21		Title			$	$	$
22		Title			$	$	$
23		Title			$	$	$
24		Subtotal employee costs:			516,000	$534,000	$1050000
Substitute, Extra-Duty Pay, Benefits Costs							
25	6112	Substitute pay			$1,000	$4,000	$5,0000
26	6119	Professional staff extra-duty pay			$70,000	$70,000	$140,000
27	6121	Support staff extra-duty pay			$20,000	$20,000	$40,000
28	6140	Employee benefits			$0	$0	$0
29	61XX	Tuition remission (IHEs only)			$0	$0	$0
30		Subtotal substitute, extra-duty, benefits costs			$91,000	$94,000	$185,000
31		**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$607,000**	**$628,000**	**$1235000**

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

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Schedule #8—Professional and Contracted Services (6200)	
County-district number or vendor ID: 1746002267	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	Planning Cost	Implementation Cost	Total Budgeted Cost
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$0	$0	$0
a.	**Subtotal of professional and contracted services (6200) costs requiring specific approval:**	**$0**	**$0**	**$0**

Professional and Contracted Services

#	Description of Service and Purpose	Planning Cost	Implementation Cost	Total Budgeted Cost
1	Reading Staff Development and Teacher Support	$15,000	$20,000	$35,000
2	Math Staff Development and Teacher Support	$15,000	$20,000	$35,000
3	Leadership Staff Development and Staff Support	$15,000	$20,000	$35,000
4	School Climate Staff Development and Teacher Support	$15,000	$20,000	$35,000
5	Curriculum and Scheduling Staff Development and Teacher Support	$15,000	$20,000	$35,000
6	Program Evaluation and Assessement Staff Support	$15,000	$20,000	$35,000
7		$	$	$
8		$	$	$
9		$	$	$
10		$	$	$
11		$	$	$
12		$	$	$
13		$	$	$
14		$	$	$
b.	**Subtotal of professional and contracted services:**	$0	$0	$0
c.	**Remaining 6200—Professional and contracted services that do not require specific approval:**	$90,000	$120,000	$210,000
	(Sum of lines a, b, and c) Grand total	**$90,000**	**$120,000**	**$210.000**

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 #9—Supplies and Materials (6300)				
County-District Number or Vendor ID: 1746002267		Amendment number (for amendments only):		
Expense Item Description		**Planning Cost**	**Implementation Cost**	**Total Budgeted Cost**
6300	Total supplies and materials that do not require specific approval:	$15,000	$25,000	$40,000
	Grand total:	**$15,000**	**$25,000**	**$40,000**

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 #10—Other Operating Costs (6400)				
County-District Number or Vendor ID: 1746002267		Amendment number (for amendments only):		
	Expense Item Description	**Planning Cost**	**Implementation Cost**	**Total Budgeted Cost**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	$0	$0	$0
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	$0	$0	$0
6413	Stipends for non-employees other than those included in 6419	$0	$0	$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	$0	$0	$0
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 grantee must keep out-of-state travel documentation locally.	$3,000	$3,000	$6.000
	Subtotal other operating costs requiring specific approval:	$0	$0	$0
	Remaining 6400—Other operating costs that do not require specific approval:	$3,000	$3,000	$6,000
	Grand total:	**$3,000**	**$3,000**	**$6,000**

In-state travel for employees does not require specific approval.

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: 1746002267 | Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Planning Cost	Implementation Cost	Total Budgeted Cost
6669—Library Books and Media (capitalized and controlled by library)						
1		N/A	N/A	$25,000	$25,000	$50,000
66XX—Computing Devices, capitalized						
2			$0	$0	$0	$0
3			$0	$0	$0	$0
4			$0	$0	$0	$0
5			$0	$0	$0	$0
6			$0	$0	$0	$0
7			$0	$0	$0	$0
8			$0	$0	$0	$0
9			$0	$0	$0	$0
10			$0	$0	$0	$0
11			$0	$0	$0	$0
66XX—Software, capitalized						
12			$0	$0	$0	$0
13			$0	$0	$0	$0
14			$0	$0	$0	$0
15			$0	$0	$0	$0
16			$0	$0	$0	$0
17			$0	$0	$0	$0
18			$0	$0	$0	$0
66XX—Equipment, furniture, or vehicles						
19			$0	$0	$0	$0
20			$0	$0	$0	$0
21			$0	$0	$0	$0
22			$0	$0	$0	$0
23			$0	$0	$0	$0
24			$0	$0	$0	$0
25			$0	$0	$0	$0
26			$0	$0	$0	$0
27			$0	$0	$0	$0
28			$0	$0	$0	$0
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)						
29				$0	$0	$0
			Grand total:	**$25,000**	**$25,000**	**$50,000**

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 #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 1746002267	Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	357	96.8	PEIMS
Limited English proficient (LEP)	351	52.9	PEIMS
Disciplinary placements	19	.05	10- In-School suspension; 6 out of school suspension; 3 DEAP placement
Attendance rate	NA	96	PEIMS
Annual dropout rate (Gr 9-12)	NA	0	n/a

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type:	☒ Public	☐ Open-Enrollment Charter	☐ Private Nonprofit	☐ Private For Profit	☐ Public Institution

Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	55	46	47	44	52	38	0	0	0	0	0	0	0	357

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 1746002267	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(as) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In preparation for the submission of the 2017-2019 School Redesign Grant, Cycle Pilot, a District 2017-2019 SRG, Cycle Pilot Committee was assembled, which comprised of 16 members, to include campus and district staff, community leaders, and parents. The Committee met once a week for 4-weeks to complete the needs assessment, interpret and analyze data, and thoroughly discuss the various models of reform prior to making a final recommendation about the model that was the best fit for the campus.

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

- Daily assignment scores
- Attendance records
- Teacher and staff participation
- Quality of available resources
- Parental involvement documentation (sign-in sheets)
- Student and teachers' accessibility to resources
- Test scores
- PEIMS 425 records
- Teacher and staff experience
- Teacher and staff recent performance evaluations
- Quality/dependability of partners and vendors
- Campus h ours of operation

After the district level SRG, Cycle Pilot meetings, a SRG, Cycle Pilot Campus Committee was assembled. This Committee was comprised of the Principal, Teachers, SPED Teacher, Counselors, Parents, and Community Members. These individuals met once a week over a 3-week period.

Utilized the process, the Campus Committee analyzed all data to identify the most appropriate research-based strategies and interventions to address the goals of increasing student achievement, positively changing the culture and climate of the campus, and increasing parent and community involvement. Then the two Committees met and discussed suggestions, additions and/or deletions to the proposed program. Based on finding, the Committee selected the **Turnaround Model.** The District and Campus SRG, Cycle Pilot Committee met and shared its research and recommendations with parents and the school staff, all questions were answered and clarified. The SRG, Cycle Pilot Committee then shared the results, findings and research regarding data analysis, needs assessment, planning activities, and research on reform models with the District Leadership Team, the School Board and the Board Finance Committee.

The committee decided to implement the **Turnaround Model** to change the environment for the benefit of all students enrolled at Santa Maria ISD. This would allow the campus to utilize funds to develop and increase teacher and school leader effectiveness, deliver comprehensive instructional reform strategies, increase learning time, create a community-oriented school, and provide flexibility and sustained support.

The following goals and interventions were selected based on the identified models and need of the campus:

- Goal #1: Providing staff on-going, high-quality, job-embedded professional development;
- Goal #2: Improving the quality of instruction provided to students;
- Goal #3: Developing an Incentive and Career Advancement Program in which teachers are rewarded and/or promoted for demonstrating excellent instructional and leadership qualities;
- Goal #4: Increasing the use of data to meet the needs of students;
- Goal #5: Implementing a comprehensive teacher and principal evaluation system;
- Goal #6: Increasing parental and community involvement; and
- Goal #7: Improving the school climate at the campus.

Meeting these goals will be critical for the successful implementation of the program; therefore, continuous monitoring by the District Coordinator of School improvement, as well as, evidenced-based progress reporting will be required.

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Schedule #14—Management Plan

County-district number or vendor ID: 1746002267 | Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement	Provide leadership expertise in planning, implementing, and managing improvement efforts at the campus and/or district level. Strong communication skills, both oral and written. Master's Degree, Administrative certification with 5 or more years in leadership management role as principal, etc.
2.	Principal	Provide leadership assistance in the implementation of the 2017–2019 School Redesign Grant, Pilot Cycle. Ensure that all guidelines, policies, and procedures are being followed. Manage the budget for the program. Provide leadership in the monitoring and evaluation of the program. Texas Principal Certification; 5 or more years instructional leadership experience; 5 or more years teaching experience.
3.	Assistant Principal	Provide leadership and serve as the Collaborative Learning Leader for the 2017–2019 School Redesign Grant, Pilot Cycle. Ensure that all professional development occurs appropriately. Ensure that the CLFs and CLCs are functioning. Texas Principal Certification; 5 or more years instructional leadership experience; 5 or more years teaching experience.
4.	Collaborative Learning Facilators	Assist in the coordination of the implementation of the 2017–2019 School Redesign Grant, Pilot Cycle with fidelity. Ensure the CLCs meet weekly and ensure that the CLCs discuss data, student work, etc. Bachelor's degree in early childhood or elementary; Master's degree in elementary education preferred; 3 or more years teaching in elementary.
5.	Family Engagement Leader (PEL)	The PEL will deliver the family and parental involvement component in the school while providing ongoing, educational programs to parents, legal guardians, or immediate family members of students enrolled in the program. Bachelor's degree in elementary;Master's degree in elementary education preferred; 5 or more years teaching in elementary.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Improve the Instructional Program	1.	Provide training for teachers in Data Driven Instruction, including training in data collections, data analysis, and using data to inform planning and instruction	08/28/2017	07/31/2019
		2.	Increase access to technology in the school by procuring iPads, computers, Smart Boards and other technological advancements to enhance instruction and provide teachers with the necessary training to ensure those tools are used effectively.	09/01/2017	11/04/2017
		3.	Provide funding for teachers to attend professional conferences and workshops in areas of professional need to strengthen the knowledge base and instructional toolkit of teachers	11/06/2017	07/31/2019
		4.			XX/XX/XXXX
		5.			XX/XX/XXXX
2.	Increase Teacher Quality	1.	Ensure that there is a highly-qualified teacher in each classroom. Select teachers based upon the	09/04/2017	09/28/2017

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 1746002267	Amendment # (for amendments only):

Part 3: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure that the project participants remain committed to the project's success, Tony Gonzalez will implement the following procedures:

1. The success and progress of the program will be communicated to stakeholders during the monthly School Board Meetings and every 6-weeks at the Community Roundtable Meetings.
2. Evidence of improvement, as well as increased involvement and academic achievement will be shared with stakeholders to keep them engaged and generate excitement that directly impacts long term commitment.
3. Constant communication and oversight from the Superintendent and the DCIS will be provided to ensure total transparency with the grant and all activities.
4. Opportunities will continue to be provided for the involvement of stakeholders to express concerns, celebrate victories and ask questions.
5. The DCSI will develop a SRG, Cycle Pilot playbook in consultation and collaboration with all stakeholders that will include all the information relevant to the continuation and success of the grant, including goals, activities, resources, timelines, and any adjustments, data, metrics, progress monitoring and other relevant information.
6. Every 6 weeks, after the grading period and after the community round-table meetings, the playbook will be updated with current data and information. Updates will be provided to all grant and campus personnel
7. Every week, the Superintendent will meet with the Principal and DCSI to analyze formative assessment data.
8. Every 6 weeks, the SRG, Cycle Pilot Committee will meet to discuss, analyze data, evaluate activities and determine if modifications need to be made. This information will be discussed at the open community round-table meetings.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 1746002267 | Amendment # (for amendments only):

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

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Campus and staff collaborated to develop long-term goals for improvement	1.	School Report Cards and STAAR results
		2.	School Improvement Plans
		3.	Community Level Data
2.	Teacher Quality	1.	Increased targeted job-embedded professional development for all teachers
		2.	Walk-throughs by Principal and Project Staff
		3.	
3.	High expectations for all	1.	Increase the % of 3-5 students meeting proficiency and Advanced levels on the reading and math STAAR
		2.	Increase the% of PK-2nd students that achieve above grade level
		3.	
4.	Increase leadership effectiveness	1.	Staff development sign in sheets
		2.	
		3.	
5.	Increase Parental Involvement	1.	Increase Parental Involvement by 5%
		2.	
		3.	

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

The Project Director will collect, analyze and report on the TEA required performance-based measures as well as additional performance measures at baseline to determine the effectiveness of the program. Gonzalez has identified specific objective performance measures and outcomes to help monitor and evaluate the project and to meet program goals. Benchmarks will be set for each performance measure to ensure that more immediate results can be measured and celebrated. An assessment instrument will be used to determine the effectiveness of the grant toward accomplishing the goals of the program and for monitoring the progress of the grant every 9 weeks. The evaluation for examining the effectiveness of the program's strategies will involve the Project Director as well as District administrators, project staff, students, parents, and community members associated with the program. Methods of evaluation will include both qualitative and quantitative data collection. The evaluator will extract data from PEIMS and other systems for evaluation. Qualitative data will include student and parent surveys or questionnaires, and observations of interactions between teachers and students from campus walk-troughs. Additionally, quantitative and qualitative data will be collected and used at the campus on an ongoing basis to regularly assess performance and make improvements. The principal, CLL, CLFs, and instructional coach (IC) will analyze student performance data in context of district priorities and campus goals, and present the information using the data room. The data is to be presented in a way that facilitates understanding, can be used to improve instruction, and can aid in obtaining improved results. Information presented in the data room includes student demographics at the campus historical performance, performance of special pops and student sub groups, campus and district goals, focus areas for the school year, and campus performance objectives for each subject area. Hyper-monitoring is a systematic process of collecting data that can be used to identify strengths and areas for campus improvement. Under this grant, Gonzalez staff will conduct weekly classroom hyper-monitoring visits to collect data on areas such as student engagement, extent to which teaching is aligned with the learning objectives, degree of rigor, and types of assessments used. Through the combination of the use of the quantitative data available and presented in the data room and the qualitative data made available by CLLs CLFs, and Principal hyper-monitoring and classroom walkthroughs, Gonzalez is equipped to identify successes and potential problem areas. With the new performance goals, the campus, the campus ready to be utilized and implemented to increase student achievement.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 1746002267	Amendment # (for amendments only):

Statutory Requirement 1a: Depending on if the campus is identified as a priority or a focus school, describe how the applicant will develop a school improvement plan (for priority schools) or support the focus school with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Santa Maria ISD and Tony Gonzalez Elementary have consistently worked to address the existing issues that are prevalent in the campus and the community. Annual needs assessments conducted at the campus have revealed on-going issues that the district has attempted to address though initiatives that are proposed through the Campus Improvement Plans. Some strategies have already been initiated that are designed to help address these issues include the following:

- Improve the Quality of Instruction Based on Need - The district previously hired two (2) Content Coordinator in 2014 and 2015 to mentor teachers and assist campuses in monitoring instructional design and delivery. These individuals also assist with data disaggregation and assessment.
- Increase the Use of Data - Weekly department meetings are held to discuss student performance in association with the strategies being implemented in the classroom and to discuss effective alternatives.
- Improve the School Climate - The Superintendent is trained in conflict resolution, as well as, peer mediation. Therefore, she can provide training to selected teachers and students, as well as, parents. However, her time is limited so the scale of her outreach is limited.
- Increase Parental Involvement - The campus has developed an active Site-Based Decision Making (SBDM) Committee. All SBDM team representatives relay the information discussed at the meetings and bring back suggestions or recommendations from their respective teams. In addition, an Agenda Committee meets three days prior to the monthly scheduled SBDM meetings so that an agenda is placed in the designated area in front of the main office in case the teachers have input on the agenda items. Furthermore, suggestions are encouraged to be submitted in the SBDM Suggestion Box which is in the front office.

Coordination of Efforts to Maximize **Effectiveness** of Grant Funds: As can be seen above, many of the initiatives that are currently being implemented at the campus will serve to enhance and maximize the effectiveness of grant funds. This is because these initiatives can also be aligned to the goals of the program. Furthermore, although these initiatives are aligned to the goals of the program, the initiatives and services that are currently underway are vastly different from those that are being proposed through the program.

Additionally, the campus will provide existing program resources to support the proposed School Redesign Grant, Cycle Pilot Program with technology equipment, training materials, and software such as Study Island, Istation, and Accelerated Reader (Renaissance Learning). Moreover, the campus has obtained several research based instructional resources to be utilized in the classroom. Currently, the campus utilizes Fountas and Pinnell as a systematic approach to small group reading instruction which are providing successful outcomes.

In addition, 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 Chief Financial Officer will be utilized to manage grant expenditures; campus administrators will conduct assessments and evaluations; and Board members will be asked to keep stakeholders informed of the on-going progress or the program. These funds will not be used to divert or decrease existing services required by state law, 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 **Turnaround Model.** The campus has demonstrated a great need for the funds as well as a strong commitment from the school board, Superintendent, Campus Principal, Data Coordinator, Counselor, Educational Aides, Teachers, Site-Based Decision-Making (SBDM) Committee, 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 continue to utilize the support of the school, principal, teachers, parents, and community to fully integrate the proposed project.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 1746002267	Amendment # (for amendments only):

Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teacher teams and leadership teams must constantly reassess their action plan as new learning and teaching data come in. They make necessary instructional modifications along the way in hopes of achieving their target learning goals right on time.

With data collected teachers, interventionists and academic coaches have a multi-faceted process for assessing programs and interventions by following a data action model. Levels of data considered include: Summative - annual state assessments; Data about people, practices and perceptions - 2-4 times a year; Benchmark common assessments - 2 times a year; Formative common assessments - 1- 4 times a month Formative classroom assessments - daily/weekly

Meetings during the school year involve a review of existing data and decisions about who will collect which of the data pieces for further examination.

The new leadership team at Tony Gonzalez will create an environment where teachers feel safe to experiment with research-based strategies and where teachers actively seek to improve their instruction. However, teachers who move through the teacher improvement process without positive results will be removed.

Statutory Requirement 1c: Describe how the applicant uses a rigorous review process to recruit, screen, select, and evaluate any external partners with whom they will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Santa Maria ISD has a comprehensive process which ensures the quality of external providers over $25,000. The LEA creates and publicizes a formal request for proposals. In recruitment, the LEA will create conditions to attract multiple applicants including, but not limited to the following: clearly defined rationale for hiring; adequate resources; aggressive but achievable goals; a transparent process; and appropriate levels of marketing at local, statewide and national levels.

Once applications are received, the LEA effectively assesses contractor's organizational and financial ability to perform the defined, necessary scope of work. The LEA and campus will work together in a timely process to set the roles and responsibilities, performance expectations and consequences for failure to meet expectations that can be articulated to external providers during the recruitment process.

The LEA will undergo a rigorous evaluation of the potential partner's capacity during the screening process looking at the partner's capacity, experience and record of successes and failures, the modified process that is developed will be transparent and will engage the LEA, the school and community stakeholders. Minimally, the process will involve a written application, due diligence to confirm the track record of the applicant, and in person interviews. Upon selection of the external providers, the LEA will support, but not micro-manage the providers. The LEA will be involved in ongoing monitoring of the external provider to support success. Additionally, the LEA will have developed consequences for failure and with ongoing monitoring, and will not hesitate to implement those consequences if needed.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 1746002267	Amendment # (for amendments only):

Statutory Requirement 1d: Describe how the applicant will align other Federal, State, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The LEA will support the campus by aligning additional resources. The incorporation of the Model will require a developing a culture and technological overhaul for the campus. The LEA will assist by aiding in acquiring the equipment, software, etc. in a timely manner. The Chief Financial Officer's Department, the Technology Department, and the Federal Programs Department will be responsible for maintaining fiduciary and financial responsibility for all grant activities. The Business and Finance Department will provide the services for the program: processing and maintaining accounting data for the grant, grant accounting, requesting funds through the automated payment request systems, preparing and submitting written expenditure reports, classifying and reporting the accounting transactions properly, and maintaining grant accounting records. The Federal Programs Development will provide assistance to the Project Director with developing an implementation plan for the grant activities, assist with revising timelines as necessary and ensure that reports are submitted on time. Funds will be maximized by using the available resources located at the campus to fulfill the requirements of the grant. The Chief Financial Officer in conjunction with the Project Director will assess the effectiveness of the program and determine if program goals and objectives were achieved. This project will be supplemental to existing federal, state, and local initiatives. This program complements and extends those already implemented at Gonzalez. Other District initiatives will be combined with local and state monies to cover expenses not covered in part or full in this proposal, including but not limited to support services, tutoring, professional learning, supplies, staff, facilities, technology, and school operations. All activities stated in this application are not supplementary to existing services and neither state, federal, nor local funds will be diverted or decreased for other purposes. Funds will not be used for any services or activities required by state law, State Board of Education, or local policies. Activities outlined in this grant will be held on the school campus during the school day, after school, Saturdays or during the summer months. Facilities at Gonzalez are accessible to disabled visitors and in compliance with ADA regulations. Other sources of in-kind services include community and business leaders serving as mentors and project panel observers. Resources will be garnered by Gonzalez with the support of the LEA's Public Relations Office.

Statutory Requirement 1e: Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implantation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 points.

The instructional day will be extended by one hour and create Holiday Camps and Holiday packets to increase percentage of students who participate in afterschool extra assistance and increase the percentage of students who participate in designated Saturday extra help assistance.

Attendance plan will be created for teachers to increase instructional time and hold teachers accountable for their attendance based on the standards set forth by the LEA.

Teachers will attend professional development sessions on how to maximize learning time to instructional time in all classes.

Develop learning platforms easily accessible for children to allow additional practice on TEKS objectives that have not been mastered and enrichment of those that have.

Adjust the school timetable to create blocks of instruction to add more time to the learning day, by decreasing breaks and passing times. Adjust timeframe so that 30 minutes daily is dedicated to Interventions. Enrichment/Practice to specifically address deficiencies and learning issues as they occur.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 1746002267	Amendment # (for amendments only):

Statutory Requirement 2: Describe how the school redesign plan will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Improve School Environment School Culture

Evidence that student achievement will be monitored for students overall and for each subgroup of students by:

- Student attendance rates
- Rates of serious misconduct and violence
- Assessments of follow-through on implementation plans by school administration and staff
- Infrastructure improvement (such as dollars invested and response time to maintenance problems) School Connectivity
- Parent engagement and satisfaction metrics (such as participation in meetings)
- Partnerships (such as funding raised from philanthropy and community satisfaction survey metrics) Teacher and School Leader Engagement and Effectiveness
- Teacher attendance and retention rates of effective staff
- Rates of participation in collaborative decision making and planning time
- Desire for and implementation of targeted professional development
- Focus on student learning based on content and time on task
- Value-added academic measures based on interim assessments of student progress
- Use of data to improve the quality of teaching
- Amount of principal's time spent on improving teaching and learning

Student Performance Measures of Student Progress

Evidence that the district can continue to improve student achievement, because it has well-functioning and sustainable district systems and practices:

- Rates of earning credits and grade-level advancement
- Absenteeism and dropout rates

Outcomes for Students

Evidence that the district will continue to improve student achievement, because the conditions for school effectiveness are in place in schools and classrooms, with particularly strong evidence of:

- Rates of students performing at grade level by subject area
- Rates of proficiency on state assessments
- Graduation and college-going rates

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 1746002267	Amendment # (for amendments only):

TEA Program Requirement 1: Clearly communicate the district's vision for improving low-performing schools, including the strategy for increasing the number and percent of students in higher-rated schools. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Santa Maria ISD and Tony Gonzalez Elementary plan to implement the School Redesign Grant Model, Cycle Pilot to create notable change and significant results on the campus in two years' time. Tony Gonzalez Elementary is a Title I Priority Campus, which has been persistently lowest-achieving and has significant needs identified for improvement. Santa Maria ISD and Tony Gonzalez Elementary have a strong commitment to the use of the SRG funds to provide adequate resources to substantially raise the achievement of the students and enable Tony Gonzalez Elementary to make adequate yearly progress and exit improvement status. Not only does Tony Gonzalez plan to use these funds to increase the achievement of the students, it has also plans to use these funds to create a plan using the grant money to dramatically improve school climate, drastically enhance teacher quality, significantly expand learning time, notably increase parents and community involvement, appreciably build leadership effectiveness and radically spread the use of data driven instruction. Suffering from an increasing enrollment, a high English language learner percentage, low student achievement, and many incoming students with limited English skills or unprepared for school, and a high mobility rate, the initial conversations regarding a plan that might include restructuring the elementary program in the Southwest side of the City of Santa Maria ISD over 18 months ago. With an uproar in the community and the involvement of the LEA, the School Board, and the campus, it was determined that District and campus leadership needed to research the best possible avenue for student achievement.

A new principal, Mr. Rogelio Campa was hired to lead Tony Gonzalez in June 2016. At that time, an extensive school and community needs assessment commenced and dialogues with community stakeholders continued. The changes proposed under this model meet the identified campus need, respond to community and parent concerns, and builds on the assets that Tony Gonzalez Elementary does have to offer: new leadership; community, LEA and city support; technology infrastructure and a desire for change.

Under this model, Santa Maria ISD and Tony Gonzalez Elementary plan to infuse a technology-focused, extended learning program that will change the climate of the campus as well as the outcomes. A recent analysis of the technology infrastructure and knowledge on the campus confirmed that Tony Gonzalez Elementary rates Advanced in technology infrastructure and support from leadership, but rates as only Developing in the key areas of teaching and learning and educator preparation.

Accordingly, alongside that program, intensive traditional as well as job embedded professional development will be conducted to ensure the sustainability of the curriculum and improve teacher quality. With a new principal, a new Instructional Coach, a Family Engagement Leader, additional elementary teachers and an increase in academic performance as measured by the 2015-2016 STAAR Index 1 increase from 50 to 56 the campus is now ready for the SRG, Cycle Pilot with the help of the TEA Program.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 1746002267	Amendment # (for amendments only):

TEA Program Requirement 2: Describe how the applicant will develop and/or implement a supported school redesign that responds directly to the unique needs of the specific campus. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

"Turnaround" refers to intensive short-term interventions undertaken by a state or district with the goal of dramatically improving the way a school operates. Tony Gonzalez is committed to undertake the process for change by developing and implementing a plan that supports school redesign as follows:

Planning

- Identify school leadership early to build in planning time to engage the community, establish the vision, and create a new school culture.
- Prepare to meet student needs that are severe and pervasive — hire specialized staff, recruit and train teachers with specific capabilities, and engage with effective external providers, as appropriate.
- Articulate a powerful vision for turnaround and make tough decisions.
- View turnaround as a portfolio of approaches, with closure as a viable option.

Human Capital

- Provide strong classroom and teamwork skills and additional support to teachers.
- Empower principals and leadership teams with key autonomies over staffing, program, budget, schedule, and data.
- Ensure principals and school leadership teams have the will, skill, and authority to drive change in demanding environments.

Maintaining Support and Building Sustainability

- Signal change early and build momentum by delivering and communicating "quick wins."
- Build capacity for long-term sustainable results.

Creating Conditions and Building System Capacity

- Create the necessary school-based conditions for success.
- Develop turnaround-specific capabilities and capacity.
- Build accountability and data systems to track progress and inform decisions.
- Build systems and structures that allow for sharing lessons across schools.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 1746002267	Amendment # (for amendments only):

TEA Program Requirement 3a: Select the designated school redesign model to be implemented. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Restart

☒ Turnaround

☐ Closure/Consolidation

TEA Program Requirement 3b: Describe the rationale for selecting the school redesign model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Turnaround Model contains the elements most needed for Tony Gonzalez to accomplish the main goal: Improve student achievement. A rigorous, transparent and equitable evaluation system (Texas Teacher Evaluation and Support System-TTESS) will provide teachers with timely, specific feedback on classroom strategies and student performance. We believe that with more visible and meaningful support from instructional coaches and interventionists, student growth will inevitably follow. Tony Gonzalez struggles to both recruit and retain teachers because the students, who are very poor, are challenging to teach. Signing incentives and awards for student growth are designed to entice teachers to Invest in the Tonty Gonzalez family. Job embedded professional development and ongoing coaching and feedback will provide teachers with the much-needed understanding of the child of poverty - their environments, their challenges outside school and their struggle to survive and achieve. Understanding the child and building meaningful relationships with children and families will enable teachers to delve into data and multiple means of assessment at all levels of the data collection pyramid.

The district believes that reading Is at the heart of learning. Santa Maria ISD Is committed to student success through a strong literacy foundation. In order to achieve this for our students and transform reading instruction, all teachers will participate in professional development with Texas A&M in Kingsville to pursue certification as an Academic Language Therapist (CALT). Mathematics teachers will have the option after year one to pursue a master mathematics teacher (MMT) certification, but all teachers will receive the foundational year of reading training. It Is Imperative that student reading levels are Increased at a rapid rate to address this gap in learning, and we believe that by Increasing students' reading levels other subject areas will be Impacted. Long term sustainable and systemic transformation of reading skills for students at Tony Gonzalez's the goal and precursor to future success in all subject areas including writing, mathematics, and science.

Although achievement overall is still the biggest hurdle at Tony Gonzalez, we firmly believe in the premise that student growth can happen and will happen even quicker when students are reading and comprehending on grade level! Extended learning time is an absolute must. Flexible scheduling, Innovative staffing, job-embedded professional development, high quality Instruction in reading and writing, and effective implementation of research-based strategies are the answers to our school improvement effort.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 1746002267	Amendment # (for amendments only):

TEA Program Requirement 4a: Select the designated school redesign implementation plan. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Phase-in Redesign

☒ Whole-School Redesign

TEA Program Requirement 4b: Describe the rational for choosing the selected implementation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Santa Maria ISD and Tony Gonzalez Elementary selected the whole-school redesign because whole school redesign focuses on empowering all teachers, parents, and community leaders by creating technology-enriched learning communities. These groups share a purpose to improve the quality of student learning, and help students connect this new knowledge to their community and society. Collaboration is a critical component of success, whether it is in the workforce or the classroom.

This includes professional development for the whole school, building leadership capacity through learning teams, integration of technology into authentic learning in all content areas, and developing collaborative learning communities.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 1746002267	Amendment # (for amendments only):

TEA Program Requirement 5a: Select the designated school redesign operational flexibility plan. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Alternative Management

☐ Campus Charter

☐ District of Innovation

☒ Applicant Assurance

TEA Program Requirement 5b: Describe the rationale for selecting the redesign operational flexibility plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Santa Maria ISD and Tony Gonzalez fully understands and stands by the assurance that need to occur to promote, maintain and sustain to positively increase student achievement.

Santa Maria ISD and Tony Gonzalez will:

Build capacity to support the turnaround model by;
- Implementing Job-Embedded Professional Development
- Ensuring Committed and Qualified Staff

Engage external partners to manage school and district turnarounds model by;
- Monitoring and Performance
- Providing Technical Assistance to Build District Capacity

Set ambitious but realistic goals for school improvement that incorporate multiple measures;
- Making Data-Based Decisions
- Extending and Maximizing Learning Time

A human capital strategy to improve the quality of leadership and teaching; and
- Changing Leadership Practices
- Implementing a System of Rewards
- Developing district-level principal pipeline

Fully understands that the state has the authority to intervene in failing schools and districts, if other approaches prove insufficient.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 1746002267	Amendment # (for amendments only):

TEA Program Requirement 6a: Select whether grant funds will be used for planning and implementation or implementation only of a supported school redesign. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ Planning and Implementation

☐ Implementation Only

TEA Program Requirement 6b: Describe the rationale for selecting either planning and implementation or implementation only. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Santa Maria ISD and Tony Gonzalez Elementary have chosen planning and implementation because they are committed to the goals and if they receive the grant money both Santa Maria ISD and Tony Gonzalez will assure practices are used with high fidelity, and will achieve expected outcomes. With a focus on both fidelity and sustainability, all professional development and organizational structures are fully functioning and work together to support practitioners.

Orientation activities will provide necessary training and support to newly hired practitioners and leaders so they can use and sustain the new practices. Evaluation activities continue to monitor fidelity and outcomes of practice, so that "drift" (movement away from fidelity) in practices is quickly identified and addressed.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 1746002267	Amendment # (for amendments only):

TEA Program Requirement 7: If the applicant has contracted or intends to contract with a school redesign partner to support the development and/or implementation of the school redesign, describe the qualifications of the contracted school redesign partner; or, describe the desired qualifications of a school redesign partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Santa Maria ISD has a comprehensive process which ensures the quality of external providers over $25,000. The LEA creates and publicizes a formal request for proposals. In recruitment, the LEA will create conditions to attract multiple applicants including, but not limited to the following: clearly defined rationale for hiring; adequate resources; aggressive but achievable goals; a transparent process; and appropriate levels of marketing at local, statewide and national levels.

Once applications are received, the LEA effectively assesses contractor's organizational and financial ability to perform the defined, necessary scope of work. The LEA and campus will work together in a timely process to set the roles and responsibilities, performance expectations and consequences for failure to meet expectations that can be articulated to external providers during the recruitment process.

The LEA will undergo a rigorous evaluation of the potential partner's capacity during the screening process looking at the partner's capacity, experience and record of successes and failures, the modified process that is developed will be transparent and will engage the LEA, the school and community stakeholders. Minimally, the process will involve a written application, due diligence to confirm the track record of the applicant, and in person interviews. Upon selection of the external providers, the LEA will support, but not micro-manage the providers. The LEA will be involved in ongoing monitoring of the external provider to support success. Additionally, the LEA will have developed consequences for failure and with ongoing monitoring, and will not hesitate to implement those consequences if needed.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 1746002267	Amendment # (for amendments only):

TEA Program Requirement 8: Describe how the applicant will recruit and select high-capacity leadership teams with a track record of increasing student achievement in low-performing schools and/or similar learning environments to develop and implement the school redesign. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Santa Maria ISD purposes to recruit and select high capacity leaderships teams to lead in the 2016-2017 School Redesign Grant, Cycle, Pilot by:

Setting a high bar for school leadership

Education experts across the ideological spectrum agree that we can and must do a far better job of educating our nation's youth. Too many students leave our public schools unqualified to compete for jobs in an increasingly global workforce. The result is slipping US competitiveness and a perpetuating cycle of poverty. Our task is to:

- Finding leaders capable of transforming schools is to create a clear vision of who those leaders should be;
- Link school district goals to leadership capabilities; and require them to achieve them;
- Articulate the specifics behaviors and competencies that the leadership team must exhibit to succeed;
- Involve multiple stakeholders to create buy in and build a dire to change;
- Design stepping stone roles
- Evaluate current principals and emerging high potential leaders

Building a talent development organization

School leadership requires both a fundamental belief that better outcomes are possible and an extraordinary combination of skills. Those skills can only be developed through a mix of on-the-job experience, high-quality training and strong mentorship.

- Build time for leadership development into the principal and principal supervisor roles.

Managing: Actively promote, monitor and support the talent pipeline

- Create robust leadership training programs across all stepping stones roles
- Ensure that high percentage leadership roles are filled by high potential leaders

Shared commitment to excellence

Santa Maria ISD and Tony Gonzalez Elementary are committed in making important progress on the long journey to fundamentally rethink leadership development. Tony Gonzalez is committed in raising standards, encouraging more-talented educators to consider the path to leadership, creating more meaningful stepping-stone roles, and devising systems to both evaluate and manage those moving through the pipeline.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 1746002267	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: 1746002267 | 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: 1746002267 | 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: 1746002267	Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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