

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: RECEIVED TEXAS EDUCATION AGENCY JUL 10 11:11 AM DOCUMENT CONTROL CENTER 6500 NORTH FARM ROAD AUSTIN, TEXAS 78701-1494
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, Grants Administration Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
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 #
Mathis Independent School District	205904	Mathis Middle School/205904041	
Vendor ID #	ESC Region #	DUNS #	
1746001710	2	045372539	
Mailing address	City	State	ZIP Code
PO Box 1179	Mathis	TX	78368-

Primary Contact

First name	M.I.	Last name	Title
Randy		Tiemann	Principal
Telephone #	Email address	FAX #	
361 547 4156	rtiemann@mathisisd.org	361 547 2381	

Secondary Contact


First name	M.I.	Last name	Title
Melanie		Arias	Assistant Principal
Telephone #	Email address	FAX #	
361 547 4156	marias@mathisisd.org	361 547 2381	

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
Benny		Hernandez	Superintendent
Telephone #	Email address	FAX #	
361 547 3378 x 1002	bhernandez@mathisisd.org	361 547 4198	
Signature (blue ink preferred)		Date signed	

 6-29-17

Only the legally responsible party may sign this application.

701-17-101-004

Schedule #1—General Information

County-district number or vendor ID: 205904

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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***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: 205904

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
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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: 205904

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: 205904	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.	
<p><u>District Vision for Low-Performing Schools</u> - Mathis ISD's Mission is to engage learners to become critical thinkers, leaders and contributors in a diverse and competitive world. Mathis ISD's vision is to strive to be a premier, rural school district recognized nationally as a leader among learning organizations. <u>Strong Vision of Proposed School Redesign-</u> Mathis Middle School has a strong vision for this proposed school redesign referred to as STEAM 360. STEAM (Student Technology and Engagement Advancing Mathis Middle School) 360 is the overarching vision for the campus including 360 degree accountability from all stakeholders. This project places student engagement at the forefront of instruction and expects to enhance the upward trend of the campus. Mathis Middle School is a campus currently engaged in aggressive reform addressing key areas in this application including the seven research-based Critical Success Factors (TCDSS): 1) improving academic performance, 2) increased use of quality data, 3) efforts to increase leadership effectiveness, 4) increase learning time; 5) increase parent/community involvement to create a community-oriented school, 6) improve school climate, and 7) increase teacher quality. Additionally, knowing that student engagement cuts across all of these critical success factors, MMS is adopting a school-wide gamification initiative (as part of the STEAM focus) that expects to not only enhance student engagement but also facilitate increased technology integration across the campus. Basic tenets of gamification include: 1) leveraging student's natural desires for socializing, learning, mastery, competition, achievement, status, self-expression, altruism, or closure; 2) use of rewards for players who accomplish desired tasks or competition to engage players; and, 3) making the rewards for accomplishing tasks visible to other players or providing leaderboards are further ways of encouraging players to compete (eLearning, 2017; Edutopia, 2017). While the focused work of school improvement will be underway, it will be complimented by gamification and best instructional practices that will support student engagement and enhance student achievement. Moreover, taking the student to technology ratio to 1:1 on the campus facilitated not only by the gamification effort but also previous and additional instructional technology integration efforts, will support improved student engagement. MMS will engage in processes and behaviors that produce continuous improvement (Redding, 2006). Addition of a Master teacher with expertise in math and science will help support the traditional definition of STEAM as well. <u>Eligibility/Selection of Model</u> - Mathis Middle School (MMS) is seeking to implement the Turnaround Model and qualifies for this grant as a Priority campus having received state accountability ratings of Improvement Required in 2014-2015 and 2015-2016. During the 2013-2014 school year which was the final funding year of a Cycle 2 TTIPS grant, the campus Met Standard having focused on these seven critical success factors. In the interim, the campus had yet another new principal in 2014-2015 and an Improvement Required rating that year with the current principal being hired in 2015-2016. Preliminary scores for 2016-2017 reveal that a turnaround is already underway with all student scores across content areas ranging from 70-90% with the exception of social studies hovering around 50%. A clearly focused campus principal and instructional leader has facilitated this upward trajectory and he seeks with this application along with his site-based team and faculty to take MMS to the next level with this turnaround process by engaging a school redesign partner grounded in best instructional practices. <u>Redesign Model & Implementation Plan</u> - By partnering with the National Institute of Excellence in Teaching as a school redesign partner to support implementation of the Teacher Advancement Program or TAP model, MMS expects to use the capacity of that partner to support best practices by creating multiple career path applied professional growth, instructionally focused accountability, and performance-based compensation. These best practices complement and align with the seven critical success factors (TCDSS). The NIET partnership and TAP model will seek to identify and place Master and Mentor teachers on the campus distributing teacher leadership and building capacity in all instructional staff across the campus. Weekly cluster (job embedded professional development as a component of the TAP model) will focus on the increased use of quality data as outlined in the campus improvement plan and implemented on the campus assessing benchmarks and DMAC data in an ongoing basis which has already informed decision making to support student achievement. Efforts to increase leadership effectiveness will be enhanced through training of the</p>	

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principal and Master and Mentor teachers on the best practices of the TAP rubric and model. With these school redesign funds, MMS also hopes to provide **increased learning time** through afterschool and summer programming focused on student achievement and enrichment. Efforts to **enhance teacher quality** will include best practices of the TAP model facilitating joint planning of teachers during weekly dedicated cluster times with ongoing coaching around multiple evaluations supporting teacher development. Teaching and Learning Tours or Equity Audit peer to peer reflective classroom walk-throughs (McKenzie, 2006) will also contribute as a job embedded means of increasing teacher quality. Debriefing by those teacher teams along with the principal to create transparency and collegial conversations around instruction on the campus. **Increasing parental involvement and facilitating the campus as a community –oriented school** will be facilitated through inclusion of a designated position in the grant to facilitate that. Improving school climate will be assisted in several ways. Primarily, efforts to engage student governance and teacher governance and ownership through various initiatives mentioned will contribute to **improve school climate** and pride. **Operational Flexibility Plan** – Mathis ISD recently made application to the Texas Education Agency as a District of Innovation. That application has been approved by the Mathis ISD school board as well as the Texas Education Agency. **Qualifications of Redesign Partner-** NIET serves approximately 400 TAP Schools and 6,000 Best Practices Center Schools. Over 1,000,000 students are being impacted by the TAP Teaching Standards and evaluation process and an additional 1.8 million students with NIET's training and resources. Over the last year, NIET provided 1,100 days of onsite support or trainings. Through national conferences, NIET has served over 1,800 participants. Currently NIET has active contracts with three states supporting teacher evaluation efforts through the Best Practices Center. NIET Senior Program Specialist Stephanie Mosqueda, who is based in Corpus Christi, currently has facilitated turnaround projects in Monte Alto and Premont ISD. **Anticipated School Population-** The anticipated school population is approximately 380 students in grades 6-8 who are 91.8% Hispanic and 85% Economically Disadvantaged. **School Leadership Team-** The school leadership team of the campus principal and assistant principal who have served in their roles two years now will provide stability and capacity to facilitate the implementation of this initiative. The campus counselor has been in her role ten+ years and supports a positive campus climate. This administrative team is supported by the site-based committee which is very active in interaction with the campus leadership. This campus team will be supported by the NIET external consultant who brings capacity to facilitate campus turnaround. Additionally, technical support for grant implementation will be provided by an external consultant will a strong track record in grant implementation. **School Culture Plan** – School culture will be enhanced by this school redesign initiative in several ways. The implementation of gamification (eLearning, 2017) as an overarching student engagement design as well as the shift to a structured professional learning community through the implementation of the components of the TAP best practices structure with the dedicated cluster time will further refine and shift the culture to professionalize the focus on student achievement. The continuation of the recently hired principal who has provided stability and a sincere rapport with his faculty will further support a positive culture. Finally, increased efforts on parental involvement facilitated by a dedicated parental involvement. **School Talent Plan** – NIET is a premier partner to ensure that school talent of teachers as well as administrators and supports staff is enhanced. In rural high needs schools which are not only remote but often in communities that do not draw talent due to lack of community amenities (Tieken, 2016), growing your own talent is critical. Job-embedded professional development supported by NIET and the TAP structure of identifying and placing Master and Mentor teachers on campus to support the grow-your-own model has proven to be an apropos partner particularly in rural high needs districts in South Texas very recently. As evidenced by the preliminary 2016-2017 campus scores, MMS could Meet Standard and that cadre of teachers plans to return in 2017-2018 thus this initiative is expected to provide the boost needed to solidify student progress on this campus. **Campus Performance Goals-** In making application for these funds, it is critical to note Campus Performance Goals – 1) meet or exceed state and federal accountability standards; 2) achievement gaps among all student groups will be eliminated; 3) all students will graduate ready for college, career and life in a globally competitive economy; 4) district ensures a safe, equitable, drug free and positive learning environment; and, 5) empower, increase and promote the involvement of parents, students, and the community by providing a comprehensive system of support connecting home and school to ensure positive learning environments.

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 205904				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	\$	\$1,092,874	\$	\$1,092,874
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$169,500	\$	169,500
Schedule #9	Supplies and Materials (6300)	6300	\$	\$27,070	\$	27,070
Schedule #10	Other Operating Costs (6400)	6400	\$	\$69,400	\$	\$69,400
Schedule #11	Capital Outlay (6600)	6600	\$	\$141,156	\$	\$141,156
	Consolidate Administrative Funds				<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$	\$1,500,000	\$	\$1,500,000
Percentage% indirect costs (see note):			N/A	\$	\$	\$0
Grand total of budgeted costs (add all entries in each column):			\$	\$1,500,000	\$	\$1,500,000

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: 205904

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	Master Teacher (1 math/science; 1 reading/socstudies)	2		\$	\$100,000	100,000
2	Educational aide			\$	\$	\$
3	Tutor			\$	\$	\$
Program Management and Administration						
4	Curriculum Specialist	1		\$	55,000	55,000
5	Project coordinator			\$	\$	\$
6	Teacher facilitator			\$	\$	\$
7	Teacher supervisor			\$	\$	\$
8	Secretary/administrative assistant	1			\$22,000	22,000
9	Data entry clerk			\$	\$	\$
10	Grant accountant/bookkeeper			\$	\$	\$
11	Evaluator/evaluation specialist			\$	\$	\$
Auxiliary						
12	Counselor			\$	\$	\$
13	Social worker			\$	\$	\$
14	Parent coordinator		1	\$	\$15,000	15,000
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:			\$	\$384,000	\$384,000
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112 Substitute pay			\$	\$1500	1500
26	6119 Professional staff extra-duty pay			\$	\$150,000	150,000
27	6121 Support staff extra-duty pay			\$	\$7500	7500
28	6140 Employee benefits			\$	\$80,000	80,000
29	61XX Tuition remission (IHEs only)			\$	\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$708874	\$708874
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$	\$1092874	\$1092874

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: 205904			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:			
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$	\$
Professional and Contracted Services				
#	Description of Service and Purpose	Planning Cost	Implementation Cost	Total Budgeted Cost
1	National Institute for Excellence in Teaching	\$	\$102,000	\$102,000
2	Grant technical support/management assistance (G.Maxwell)	\$	\$60,000	\$60,000
3	Technology Training	\$	\$7500	7500
4		\$		
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
b. Subtotal of professional and contracted services:		\$	\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$	\$
(Sum of lines a, b, and c) Grand total		\$	\$169,500	\$169,500

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: 205904

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:	\$	\$27070	\$27,070
Grand total:		\$	\$27,070	\$27,070

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: 205904		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.	\$	\$	\$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose: Gas for afterschool buses.	\$	\$41,400	41,400
6413	Stipends for non-employees other than those included in 6419	\$	\$	\$
6419	Non-employee costs for conferences. Requires pre-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 grantee must keep out-of-state travel documentation locally.	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$28,000	28,000
Grand total:		\$	\$69,400	\$69,400

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: 205904

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	Hand held digital book subscriptions	N/A	N/A	\$	\$2,500	\$2,500
2	Accelerated Reader books for classroom libraries	N/A	N/A	\$	\$8,000	\$8,000
66XX—Computing Devices, capitalized						
3	Projectors	5	\$800	\$	\$4,000	\$4,000
4	Students Laptops or iPads - For student/teacher use in all core areas of instruction	100	\$751.56	\$	\$75,156	\$75,156
5	Hand held digital book readers - For student use in library to enhance student engagement in reading	15	\$100	\$	\$1,500	\$1,500
6	Teacher Tablet Laptops - For teacher use in all core areas of instruction	25	\$1,500	\$	\$37,500	\$37,500
7			\$	\$	\$	\$
8			\$	\$	\$	\$
66XX—Software, capitalized						
9	Little Bits STEAM Education Class Packs	3	\$2,000	\$	\$3,000	\$6,000
10	Classcraft – gamification software	1	1500	\$	1500	1500
11	CODE Portal for TAP	1	\$2500	\$2500	5000	5000
66XX—Equipment, furniture, or vehicles						
12			\$	\$	\$	\$
13			\$	\$	\$	\$
14			\$	\$	\$	\$
15			\$	\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)						
16				\$	\$	\$
Grand total:				\$	\$141,156	141,156

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: 205904

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	323	85%	
Limited English proficient (LEP)	9	2.4%	
Disciplinary placements	43	10.0%	
Attendance rate	N/A	94.8%	
Annual dropout rate (Gr 9-12)	N/A	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
							144	104	132					380

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Schedule #13—Needs Assessment

County-district number or vendor ID: 205904

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(es) 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.

Mathis Middle School is eligible for this grant initiative as a Priority campus as designated by the Texas Education Agency. Data shared in this comprehensive needs assessment is taken from the district and campus Texas Academic Performance Report or TAPR for 2015-2016 unless otherwise noted. Mathis ISD serves a student population that is 85% economically disadvantaged and 91.8% Hispanic. Mathis ISD students are considered 64% At Risk as defined by the Texas Education Agency. That percentage well exceeds the state average of 50.1%. Ten percent of the students had disciplinary placements in 2014-2015. The campus has a mobility rate of 19%. Efforts to embed diversity professional development is critical and this will be facilitated in part through a book study on *Using Equity Audits to Reach and Teach All Students* (McKenzie & Skrla, 2009) and the use of equity walks/peer to peer reflective observations grounded in this book study conducted on the campus. Student attendance for 2014-2015 was 93.9% which is below the state average of 95.7%. The Annual Dropout Rate for the campus is .7% which exceeds the state average of .3%. All teachers at Mathis Middle School are Highly Qualified as defined by NCLB. However, several additional factors influence our perception of need with regard to the campus. Teacher turnover rate was 27% for Mathis ISD as noted on the Texas Academic Performance or TAPR Report although teacher turnover at MMS for 2016-2017 is currently projected to be minimal due to the growing improvement and positive climate on the campus. Additionally, 13 of Mathis Middle School's 27 teachers have 5 or fewer years of experience as of 15-16 thus the need for ongoing support and professional growth is critical to nearly 50% of the early instructional staff as well as veteran staff. Additionally, walk-throughs of all classrooms on the campus particularly with regard to levels of student active cognitive engagement or ACE (McKenzie, 2006) and implementation of technology reveal that while technology hardware has been placed in those classrooms and intensive professional development has been provided in previous initiatives, teacher adoption is still sluggish (less than 50% of teachers are using the technology) and student engagement is not optimal. Why will this initiative be different? Leadership makes a difference. Mathis ISD has a fresh start with a superintendent making a difference in his second year and similarly the MMS principal. Classroom instructional strategies are teacher centered the majority of the time based on these observations and efforts to move toward more student centered instruction are needed. Engagement strategies such as campus-wide gamification along with the TAP rubric cluster professional development and ongoing instructional coaching will support ongoing improvement efforts. This improvement as evidenced by preliminary scores for 2016-2017 indicates that capacity for improvement exists and that potential capacity bodes well for successful implementation of this school redesign proposal. Below is a chart of campus scores and ratings from the preceding years.

Year	Rating	All Subj.	Reading	Math	Writing	Science	Social Studies
2013-2014	Met Standard	55	62	50	43	61	52
2014-2015	Improvement Required	42	55	96	34	28	18
2015-2016	Improvement Required	48	57	49	49	43	26

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By TEA staff person:

County-district number or vendor ID: 205904		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.	Randy Tieman	Was hired withing previous two years as campus principal; is a veteran campus leader known for facilitating school turnarounds; early results for 2016-2017 indicate the turnaround has begun.		
2.	Melanie Arias	Has served as MMS assistant principal for four years. She holds a valid Principal certificate EC-12. She was Teacher of the Year in her previous district.		
3.	Stephanie Mosqueda	Senior Program Specialist of the National Institute for Excellence in Teaching or NIET. Stephanie has worked across the nation facilitating not only public K-12 school turnarounds but also higher education teacher education program improvement. Ms. Mosqueda currently serves as the Texas manager for NIET. As a former campus principal at a successful high needs campus in Bryan, Texas, she holds two Master degrees in EDAD and EDPSYC.		
4.	Gerri M. Maxwell, Ph.D.	Gerico Educational Services consultant eleven+ years; has authored/implemented and facilitated \$30 million in TEA grant funding at the university and public school levels for primarily rural high need school districts. Will conduct equity audits book study and equity walks as well as provide technical and grant management support.		
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.	Implement the TAP Best Instructional Practices to support continuous improvement on the campus;	1. Conduct training of admin and Master/Mentor TAP rubric	08/28/17	09/30/17
		2. Ensure master schedule has dedicated time for cluster	08/28/17	08/30/17
		3. NIET consultant on campus to support TAP implementation	08/28/17	07/31/19
		4. Principal ensures Master/Mentors are on schedule with multi appraisals and instructional coaching feedback; ensure that performance pay stipends are distributed in timely manner to maximize availability of this potential funding and its timeline.	08/28/17	07/31/19
2.	Implement gamification/tech integration support for student engagement	1. Assign gamification campus coordinator	08/28/17	07/31/19
		2. Tech and gamification training to establish the campus system and support student engagement.	08/28/17	07/31/19
		3. Order/install software for gamification	08/28/17	09/30/17
		4. Ensure that all timelines for game awards are met	08/28/17	07/31/19
3.	Maximize operational flexibility to ensure campus support/focus is on increased student achievement	1. Adjust campus calendar to DOI year –round school	08/28/17	07/31/19
		2. Utilize flexible staffing to meet campus needs	08/28/17	07/31/19
		3. Utilize extended learning time as option supported by this funding for afterschool and breaks/summer.	08/28/17	07/31/19
		4. Understand that parental involvement can look different and investigate flexible ways to involve parents	08/28/17	07/31/19
4.	Improve parental involvement to support student achievement	1. Hire campus parental involvement coordinator	08/28/17	07/31/19
		2. Set up parent involvement room	08/28/17	07/31/19
		3. Coordinator create campus calendar of PI events	08/28/17	07/31/19
		4. Conduct events to involve parents	08/28/17	07/31/19
		5. Assess impact of parental involvement via surveys, sign in sheets, student achievement, etc.	08/28/17	07/31/19

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 205904

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.

STEAM360 is committed to alignment/realignment with the Critical Success Factors that were introduced in a previous TTIPS Cycle 2 project to obtain increased student achievement. The campus has engaged in intensive, focused efforts to implement transformation strategies to improve student performance. A strong school improvement plan has driven the progress made during the past two years when the campus accountability rating was Improvement Required. Preliminary scores for 2016-2017 indicated transformation has already begun. Increased funding available through this school redesign grant will allow the MMS campus to continue on its focused path to true transformation. Local, state, state compensatory education, Title I, priority school and TTIPs funding already received by the campus will be coordinated to accelerate the transformation process and provide the structures and support necessary to further transform the priority campus. Funds will be utilized to create a focused effort uniting students, staff, parents, community agencies and stakeholders in the quest to achieve campus goals. The overarching vision of the project, **STEAM 360** strives to engage all stakeholders on the campus. This is a model developed collaboratively between MISD and its Mathis Middle School committee comprised of its site based team including parent, community, business members. This team envisioned continuation of comprehensive reform efforts already underway at Mathis Middle School in collaboration with the new initiatives proposed in this grant project. Initial reforms in place are being modeled after best practices in middle school contexts. These reforms began two years when a new principal was placed on the campus. The goal of the **STEAM360** project is to instill ownership in a successful transformation including enhanced student governance/engagement, enhanced teacher governance/engagement, enhanced parent participation, and flattening of the organization (Ashkenas, Ulrich, Jick and Kerr, 1996) to distribute the leadership (Spillane, 2006) creating a sense of ownership, transparency, pride, and commitment among all stakeholders through these logistical reforms supported by

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Schedule #15—Project Evaluation

County-district number or vendor ID: 205904

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.	Improve Academic Performance	1.	70% progress toward meeting state standards on STAAR all subjects
		2.	70% progress toward meeting state target score on Index 3 Closing Gaps
		3.	70% progress toward safeguard targets in all subjects
2.	Increase use of quality data to inform instruction	1.	TAP Cluster time will focus on data to drive instruction
		2.	DMAC training on campus for teachers and administrators and monitoring by administration for teacher use
3.	Increase teacher quality and leadership effectiveness	1.	Implementation of TAP training and TAP system as described in this grant initiative
		2.	% of teachers receiving differentiated compensation as a result of TAP program
		3.	Number of teachers improving SKR scores in the TAP system
4.	Increase learning time	1.	Analyze percent of Active Cognitive Engagement (ACE) during equity walks conducted each six weeks over time
		2.	Analyze impact of gamification on student engagement across campus relative to data on student improvement in previously unmotivated students
		3.	Student attendance will be reviewed and follow-up strategies as needed.
5.	Improve school climate & parental involvement	1.	# of parents participating in parental involvement activities will increase by 33%
		2.	TAP surveys of teachers and administrators will indicate improved culture of professional learning and a campus focused on instruction

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.

In order to solicit feedback and monitor progress on an ongoing basis, the campus principal and his team will use the Stufflebeam's CIPP Model of Evaluation which is a comprehensive framework for formative and summative evaluations of projects, programs and systems (Stufflebeam, 2003). CIPP stands for context, inputs, processes and products evaluation. Context evaluations ask what needs to be done. What are the problems? What are our goals? Input evaluations ask what needs to be done. What resources human or material do we need? What are our plans? Process evaluations assess the implementation of the plans. What should be done and is it being done correctly? What are our actions? Product evaluations identify and assess outcomes. The evaluation model that we are using requires multiple perspectives, a wide range of qualitative and quantitative methods and triangulation procedures to interpret information. The emphasis of the evaluation for this project will be on the degree of transformation accomplished based on increase of teacher effectiveness, school leader effectiveness, increase in student achievement, creation of a community centered school and the development processes on individuals and the campus dynamic, systemic change. The evaluation benchmark reports will be used to improve the initiative and ensure long-term sustainable improvements. The questions will be –Did it succeed? What do we need to do to improve? The evaluations will be used to keep stakeholders informed and for the campus principal and team to review findings and examine whether program plans and activities need to be changed; issue program accountability reports; and make bottom-line assessment of the program's progress. Additionally, Master and Mentor teachers under direct supervision of the MMS campus principal will ensure that formative data is collected as listed above in 1-5 and that that data is analyzed on a timely and ongoing basis to ensure fidelity of implementation of the TAP program as the primary focus of this grant initiative.

Schedule #16—Responses to Statutory Requirements

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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.

Mathis Middle School is a Priority Campus. As a Priority campus under Improvement Required for the past two years, the campus principal and site-based team have worked with the Texas Education Agency to develop a campus improvement plan which has been followed to fidelity by the campus. Because MMS leadership took the school improvement process seriously and revisited the plan and its actions repeatedly and adjusting as needed, preliminary scores for the 2016-2017 school year evidence significant progress that is expected to have the campus receive a Met Standard accountability rating which has not occurred since 2013-2014. The plan is available at: <http://www.mathisisd.org/userfiles/54/my%20files/misd%20mms%20cip%2016-17.pdf?id=933>. For this positive change and growth to occur, several factors have transpired. Transformative leadership under the new district superintendent as well as on the campus with a new principal being hired in Fall of 2015 has been positive. This leadership worked with the Professional Service Provider for the campus, Dr. Janice Nix, on a weekly basis to not only collectively and collaboratively author the campus improvement plan, but to take the required reporting seriously using formative data to assess needs as they arose. Similarly, although the campus is not yet where it hopes to be under the new principal's leadership, this funding initiative can propel the campus to that point. For this historically underachieving rural high needs largely Hispanic campus and district to turnaround is significant especially in a short two year period. Keeping the campus on course with the school improvement process supported by this funding and the campus principal and superintendent is the way of doing business as evidenced by this improvement. The campus planning process is a dynamic one with the campus principal taking a "short" summer given the District of Innovation calendar change for all campuses in the district to go to a year-round calendar. The campus expects to continue to work with a dedicated TEA PSP embracing the process to continue the positive trajectory. Knowing that Texas' demographics are changing and that Hispanic students in particular need strong foundational learning in their middle school years is critical given that Texas' future depends on an educated and what will largely be Hispanic populace.

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

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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.

The campus principal in collaboration with the campus site-based team Texas Education Agency Professional Service Provider will ensure that this grant initiative is implemented to fidelity. Mathis ISD district business office will ensure that all financial accountability processes are in place. With the hiring of the new superintendent, previous financial issues with use of funds across the district have been resolved. Positive change in student achievement as indicated in preliminary scores on this campus (and across the district) reveal funding has been used to focus on student achievement and used appropriately to support that work. The Mathis ISD business manager has worked in that district for five+ years now and came to the district as a well-known and effective business manager well-versed in appropriate use of varied funding streams.

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.

STEAM360 will use the Comprehensive School Reform Quality Center and the Finance Project (2006) criteria for assessing a prospective contractors' organizational and financial ability to perform the tasks. MMS will use the following criteria:

- Organizational and Financial stability
- Ability to support focused school improvement efforts (past history)
- Engage the MMS Site-Based team about the need to hire external providers
- Engage the Superintendent and DCSI to ensure policies and procedures are transparent and fair
- Budget adequate funding for the two years
- Develop rigorous process to select an external provider (experience/qualifications/application/confirm record/financial stability/interview etc.)
- Principal, Assistant Principal and site-based team will assist in the selection process.
- Negotiate a contract outlining roles and responsibilities
- Set up an evaluation process and timeline toward goals
- Outline consequences for failure (termination/modification of contract)
- All programs will be research-based

The district has a vendor approval process that external providers are screened thoroughly. Vendors will be research based and will be screened and approved by the campus site-based committee and then presented to the district for approval.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 205904

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.

Local, state compensatory education, Title I, priority school and TTIPs funds have been coordinated on the campus to accelerate the transformation process and provide the structures and support necessary to transform the priority campus. Funds are utilized to create a focused effort uniting students, staff, parents, community agencies and stakeholders in the quest to achieve campus goals. Structures are in place to support implementation, monitor progress and make immediate adjustments when necessary to ensure success. A strong campus improvement plan aligned to funding streams that has been implemented to fidelity has helped the campus turn the corner toward positive transformation.

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 point.

Mathis ISD has recently applied to the Texas Education Agency as a District of Innovation. That application has been recently approved. The district will support MMS as the focus campus of this grant application giving the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes that will ultimately increase high school graduation rates.

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

County-district number or vendor ID: 205904

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.

MMS will partner with its selected school redesign partner, the National Institute for Excellence in Teaching or NIET, is at the forefront of comprehensive school reform nationally, and is a 501(c)(3) nonprofit organization with a proven system for teacher and student advancement—the TAP System. NIET was selected as they are the developers of the Teacher Advancement Program or TAP rubric that is the foundation for the T-TESS appraisal instrument. With a focus on improving instruction, the MMS principal and site-based team decided NIET was an exemplary partner. MMS also had knowledge of the successful partnership NIET has with two other rural high needs South Texas districts. The MISD TAP system will combine collaborative teams and classroom coaching to maximize the potential impact of both strategies. On the elementary and secondary MISD campuses, teachers will receive one-on-one coaching from master teachers and mentor teachers. These same teacher-leaders will also lead collaborative teams of teachers called "cluster groups," which meet weekly to learn and develop new classroom strategies and to analyze the impact of those strategies on student learning. After every cluster meeting, master and mentor teachers will provide targeted follow-up coaching to help teachers master and effectively implement the strategies they worked on during the meeting, carefully calibrated to meet each teacher's individual needs. MMS master and mentor teachers will also serve on a school-wide TAP Leadership Team, led by the campus principal, which will set clear goals for cluster groups and monitors their progress to ensure success. MMS is committed to implementing this high-impact model of professional development (Elmore, 2002). The TAP system combines collaborative teams and classroom coaching to maximize the potential impact of both strategies in improving the skills of teachers in the classroom. In traditional models of professional development educators are likely to attend a session provided away from their school site with content delivered by external presenters. In this traditional model there is rarely follow-up provided with teachers in order to ensure that they have adequately applied the new information to their classroom instruction, or are being supported in their new professional learning. In contrast, the experts leading the professional development in TAP schools are working in the same facility and with the same students as the teachers that they are supporting. Unlike the fragmented and disconnected approach to professional development still common in most schools, the MMS TAP model implementation will provide teachers with a highly structured and focused form of professional development that is ongoing, job-embedded, collaborative, driven by analysis of a teachers' specific student achievement data, and led by expert instructors. In the MISD TAP initiative, master teachers, mentor teachers and the principal will have explicit responsibility for planning and leading a range of inter-related professional development activities. While the professional development structure is common across TAP schools, the content is entirely driven by careful analysis of student and teacher needs on each campus. Using the TAP meeting structure as a model for the campus, cluster group meetings will facilitate teacher examination of student data together on the elementary and secondary campuses. Collaborative planning for effective instructional strategies stemming from that data will be implemented through modeling and instructional coaches. MMS in collaboration with the TAP leadership will continuously review existing district efforts on the **STEAM 360** funded project in the area of professional development, recruiting, instructional coaching and the like to seek opportunities for this grant initiative ensuring that existing efforts compliment and maximize one another.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 205904

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.

Although the district leadership has changed and a new superintendent was hired in the 2014-2015 school year, the extensive strategic planning that occurred involving all stakeholders continues to be the focus of Mathis ISD.

The Mathis ISD website cites this information: <http://www.mathisisd.org/Content2/64>

Mathis Independent School District went through a strategic process in 2012-2013 to determine where the district will be in the short term (3 to 5 years) and ultimately the long term (5 - 10 years). The Superintendent began meeting with district key leaders throughout the fall in preparation for the community stakeholder meeting that took place on December 19, 2012.

Attendees were asked to sign up into four action teams. The four action teams of stakeholders including parents, community members, teachers, administrators, community leaders and others met several times between January and February 2013 to give their input and insight. Three evenings of sharing of data affecting our schools along with frank discussions among stakeholders resulted in the development of this new strategic plan.

A draft of the district strategic plan was presented to the Board of Trustees on April 9, 2013. The new plan was approved by the board on May 27, 2013. Our new vision, mission, values and goals guide our actions and be the driving force behind the work of Mathis ISD.

THE MISSION

Mathis ISD engages learners to become critical thinkers, leaders and contributors in a diverse and competitive world.

THE VISION

Mathis ISD strives to be a premier rural school district recognized nationally as a leader among learning organizations.

VALUES

Learners; Respect; Excellence; Equity; Integrity; Health & Safety

GOALS

Goal 1: Mathis ISD will meet or exceed state and federal accountability standards.

Goal 2: Achievement gaps among all students groups will be eliminated.

Goal 3: All students will graduate ready for college, career and life in a globally competitive economy.

Goal 4: The district ensures a safe, equitable, drug free and positive learning environment.

The district strategic plan is available at: <http://www.mathisisd.org/Content2/66>.

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

County-district number or vendor ID: 205904

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.

Campus needs at Mathis Middle School reflect a high disciplinary placement rate among other concerns in spite of the fact that the campus seems to be turning around. Improved student engagement as one focus not only to improve student achievement but also engage previous disengaged learners such as those students in disciplinary placements. The three pronged approach to campus turnaround detailed more throughout this application and in the model on p. 25 addresses the redesign approach of TAP implementation, gamification and parental involvement. The key component, the TAP Model of best instructional practices, will ensure more engaging learning in classrooms. Structures will be in place to support implementation, monitor progress and make immediate adjustments when necessary to ensure success of the TAP model. Structures and strategies designed to address the social-emotional needs of students and families will ensure that students enter their classrooms ready and able to learn such as increased parental involvement as well as the gamification initiative on campus to motivate and engage learners. On-site Master Teachers/instructional coaches will work with external consultants to ensure high yield instruction is occurring in all classrooms. Coaches will be available daily to model instructional strategies, conduct classroom support visits, and provide reflective feedback and monitor student growth. With increased support and success will come increased commitment. Failure will not be an option with the strong supports for students, teachers and parents in place. Commitment will also be enhanced through the implementation of a carefully constructed system of data-driven, progress-based incentives for staff members. In instances where there is a lack of total commitment, teachers in need of assistance will receive individual attention and support focused on goal setting related to student achievement. Individualized teacher improvement plans will be utilized to track teacher effectiveness and identify areas of need when necessary. If increased support does not result in increased commitment, MMS policies related to teacher contracts and teacher assignment will be followed. According to leading education writer and policy expert Craig Jerald, "The TAP design does not achieve alignment merely by including teacher evaluation and professional development along with teacher pay in the model, but rather by employing several explicit strategies that allow other school-wide practices to support and reinforce differentiated compensation, and vice versa" (Jerald, 2009).

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

County-district number or vendor ID: 205904

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 initiative:

- 1) Will create 2nd order change: a fundamental shift in in campus systems and mindsets
- 2) Addresses the systemic root cause of low performance and most CSFs
- 3) Impacts most staff, grade levels, content areas, and students
- 4) Goes beyond the scope of previous improvement efforts
- 5) Is grounded in research

This turnaround initiative creates 2nd order change. With the implementation of the TAP system, a fundamental shift in campus culture and mindset will occur that the campus itself and conversations on campus are structured within the TAP system and there is a clear focus on student achievement and improvement interwoven throughout job-embedded cluster professional development as well as during instructional coaching time. The newly hired principal already has some of this structure emerging in the campus culture; however the TAP system will support this fundamental overall shift. By addressing student engagement campus-wide not only in classrooms through improved engaging instructional strategies, but also through reflective teacher and admin peer to peer walkthroughs where discussions occur around what constitutes authentic active cognitive engagement on the part of students. Moreover, gamification across the campus will apply game theory to provide extrinsic motivation on the part of students and teachers and the excitement of that conversation will further support the campus turnaround. As noted the CSFs are addressed primarily through the TAP best instructional practices system targeting improved teacher quality, focus on 1) improving academic performance, 2) increased use of quality data, 3) efforts to increase leadership effectiveness, 4) increase learning time; 5) improve school climate, and 6) increase teacher quality. The parental involvement component of this proposed initiative will work to increase parent/community involvement to create a community-oriented school. Improved school climate will also be supported by the gamification effort on the campus to increase student and teacher engagement.

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

County-district number or vendor ID: 205904

Amendment # (for amendments only):

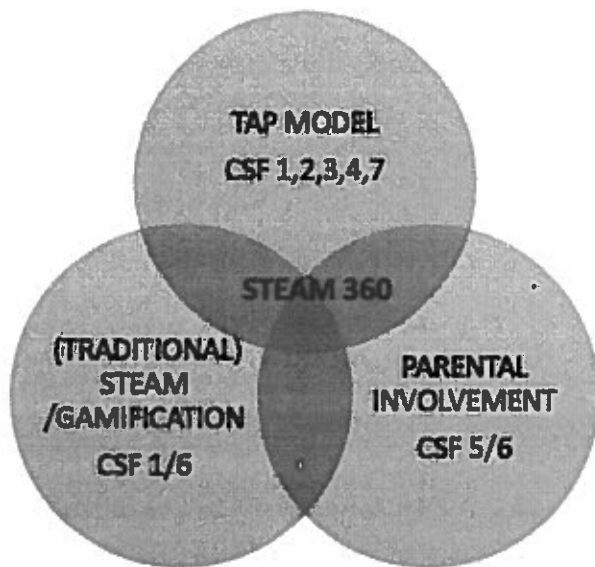
TEA Program Requirement 4a: Select the designated school redesign implementation plan. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ 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.

Whole school redesign beginning at the initiation of the funding period for all grade levels on campus will occur. The campus is already undergoing a positive transformation and these funds will strongly support that effort by refining and honing those efforts through establishing the TAP structure to support emerging best practices on the campus. The key components of this initiative include a three-prong focus of implementation of instructional best practices through NIET, implementation of gamification to drive motivation and student and teacher engagement on the campus and parental involvement through the District of Innovation overarching framework which will strive to engage parents in innovative and multiple ways above the traditional approach to parental involvement. Training in the TAP model will begin upon potential funding and timelines will be met to engage the Whole-School in the redesign process.



The diagram to the left depicts the focus of the redesign model with each component tied to critical success factors which undergird successful school turnaround efforts. This model adds a unique component with the gamification aspect of STEAM 360 (Student Technology and Engagement Advancing Mathis Middle School) as well as traditional STEAM increased emphasis in this initiative. Funds are proposed to support technology integration training and increased student engagement as well as funds to improve technology tools on the campus. Altogether this design expects to bring MMS to exemplary student achievement.

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

County-district number or vendor ID: 205904

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.

Mathis Independent School District recently made application to the Texas Education Agency to be a District of Innovation. The superintendent met with interested parents, faculty, and community members at a public hearing on Wednesday, April 13. The extended school year calendar was a framework to illustrate the changes to be implemented in the Mathis ISD District of Innovation. The additional instructional days allow the district to meet state mandated student instructional goals for students and faculty. Grading periods were changed from six weeks to nine weeks, with a week's vacation for students and faculty at the end of each nine week period. The school will essentially operate year-round which will serve several purposes aimed primarily at meeting the needs of students in this community. As a high needs/low-socioeconomic largely Hispanic community, students often have limited choices during extended summer breaks for recreational and enrichment opportunities due to the remoteness of the area and socio-economic factors such as transportation. Additionally, summer loss of academic skills are a concern for this high needs student body similarly to the national trend (Cooper, et al., 1996; Allington & McGill-Franzen, 2003). Students will have an eight-week summer vacation during which the district can provide students enrichment, and sports camp programs. Class size, flexibility in hiring teachers, faculty appraisals, discipline, attendance rules, district budgeting will produce a successful academic and sustainable Mathis public school system. MMS plans to implement the best instructional practices of the TAP system including a performance payout system refined to meet the campus needs.

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

County-district number or vendor ID: 205904

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.

Given the short timeline for these grant funds as well as the improvement trajectory of the campus in 2016-2017, these grant funds are projected to be used for implementation only. Extensive planning and a strong campus improvement plan effort have occurred during the Improvement Required TEA directed process thus this grant will serve to complement those efforts refining and taking MMS to not only Met Standard but also maintaining that accountability rating for years to come with Acknowledgements for Success in various areas on the campus on the horizon. Structures for success are already in place on campus. With the proposed partnership with the NIET will bring additional structure to the professional growth on the campus, MMS will be able to hit the ground running. MMS master and mentor teachers will be selected through a performance-based selection process that includes intensive interviews and may include conducting model lessons. Upon award, MMS will work with NIET to post specific job descriptions focused on campus needs to support hiring master and mentor teachers. Both master and mentor teachers will be expected to have a record of increasing student achievement; excellent communication skills; an understanding of how to facilitate growth in adults; and instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains. The Senior Program Specialist at NIET which would likely be the consultant to work with MMS has extensive experience in working with high need rural districts in South Texas and knows how to support the campus and campus principal in navigating through implementation challenges losing little time and little ground. Additionally, with the emphasis the campus has already brought to technology integration as a means to enhance student engagement, this school redesign effort which seeks to bring the student to technology ratio to a 1:1 level already has foundational support. Moreover, the campus has a faculty member who has received intensive professional development on computer science and will teach those courses as well as a robotics course on campus in 2017-2018. Moreover with the addition of the gamification emphasis as an overarching driver for student (and teacher!) motivation on campus, this expects to be a banner year for MMS!

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

County-district number or vendor ID: 205904

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.

NIET, the selected school redesign partner in this MMS STEAM 360 proposal, is equipped with a diverse staff from education and business combined with a broad coalition of school practitioners. Today NIET serves approximately 400 TAP Schools and 6,000 Best Practices Center Schools. Over 1,000,000 students are being impacted by the TAP Teaching Standards and evaluation process and an additional 1.8 million students with NIET's training and resources. Over the last year, NIET provided 1,100 days of onsite support or trainings. Through national conferences, NIET has served over 1,800 participants. MMS will implement with fidelity best practices from the TAP system. The TAP system incorporates both strategies that research studies have found to be potentially effective--collaborative learning teams and instructional coaching (Biancarosa et. al, 2010; Sanders et. al, 2009). But TAP also takes the next critical step by helping schools create an infrastructure that supports high-quality PD through best practices of distribution of leadership, facilitation of professional learning communities, and job-embedded professional development and will ensure that the activities ultimately deliver positive results, both for teachers and for their students. MMS also had knowledge of the successful partnership NIET has with two other rural high needs South Texas districts. The Senior Program Specialist that would likely serve the MMS campus has ten+ years of experience with NIET and has worked as the TEXAS NIET coordinator as well as directly in school districts. As a former principal and principal leader, her focus has remained to support and build the leadership capacity of the professionals in each school system. She holds a Master's degree in Educational Psychology with an emphasis on Bilingual/ESL studies from Texas A&M University, as well as, a Master's degree in Educational Leadership from Sam Houston State University. All NIET consultants have similar expertise and capacity to support their K-12 partnerships.

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

County-district number or vendor ID: 205904

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.

High capacity leadership teams and/or external providers will be recruited based on their record of improving student achievement in low-performing schools. For this initiative, NIET was selected based on capacity described earlier in this grant proposal citing success with high needs rural schools and specifically those types of schools in South Texas. Grant support provided by Dr. Maxwell for example brings a track record of technical support and grant management expertise to support a newly hired principal who after the second year on an IR campus looks to be bringing that campus to Met Standard based on preliminary scores. The campus has made such a shift that teacher turnover is expected to be very low leading in to the 2017-2018 school year.

Evaluation of ALL providers will be based on their documented contribution to increases in student achievement. The grant manager and campus leadership team will collect data related to the use of the external service provider. Student achievement trends will be studied to determine if use of the external provider contributed to increases in student achievement. In cases where there is lack of improvement in student achievement, future use of the service provider will be adjusted or discontinued. When use of a provider does contribute to increased student achievement, the district will implement a plan to ensure sustainability of and commitment to the specific services offered by the provider. Building staff capacity through continued transformation strategies and activities will ensure program continuation and sustainability for the STEAM360 project.

External providers such as NIET will be used to develop content experts on the campus to support implementation of differentiated instruction strategies, early learning best practices, higher level questioning strategies, positive behavior support, data disaggregation and data-driven instruction, family and student engagement & counseling initiatives and strategies for working with families living in poverty.

All grant external providers will be processed through the MISD purchasing department and in compliance with MISD policy as well as pertinent state, federal and grant guidelines. No purchase of goods and services will occur outside the grant specifications and/or MISD's policies and procedures. The grant coordinator (a teacher with a dedicated conference period and stipend for coordination in concert with the principal and grant secretary will work collaboratively with business office staff, will facilitate and monitor all use of external consultants and ensure compliance with district policies and procedures.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 205904		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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

County-District Number or Vendor ID: 205904

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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: 205904

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 205904

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

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

Barrier: High Mobility Rates

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

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 205904

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

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 205904

Amendment number (for amendments only):

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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