

**Texas Education Agency
Standard Application System (SAS)**

2017–2019 School Redesign Grant, Pilot Cycle		
Program authority:	Every Student Succeeds Act (ESSA), Public Law (P.L.) 114-95, Title I, Part A, Sec 1003, School Improvement	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	August 28, 2017, to July 31, 2019	
Application deadline:	5:00 p.m. Central Time, July 13, 2017	Place date stamp here
Submittal information:	<p>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:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov ; (512) 463-2617	

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Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Pharr/San Juan/Alamo ISD	108-909	PSJA North Early College H.S./003	N/A
Vendor ID #	ESC Region #	DUNS #	
74-6001876	1	159390863	
Mailing address		City	State ZIP Code
601 East Kelly		Pharr	TX 78577
Primary Contact			
First name	M.I.	Last name	Title
Dr. Daniel		King	Superintendent
Telephone #	Email address		FAX #
(956) 354-2000	drking@psjaisd.us		(956) 354-3000
Secondary Contact			
First name	M.I.	Last name	Title
Dr. Nora		Cantu	Administrator for High Schools
Telephone #	Email address		FAX #
(956) 354-2000	Nora.cantu@psjaisd.us		(956) 354-3000

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance 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 Dr. Daniel	M.I. King	Last name King	Title Superintendent
Telephone # (956) 354-2000	Email address drking@psjaisd.us		FAX # (956) 354-3000

Signature (blue ink preferred)

Date signed

6/27/2017

Only the legally responsible party may sign this application.

701-17-101-007

Schedule #1—General InformationCounty-district number or vendor ID: **108-909**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<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 AssurancesCounty-district number or vendor ID: **108-909**

Amendment # (for amendments only):

Part 1: Required Attachments

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

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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 AssurancesCounty-district number or vendor ID: **108-909**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	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 SummaryCounty-district number or vendor ID: **108-909**

Amendment # (for amendments only):

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

Opening Statement: Currently, PSJA North Early College H.S. has been identified as a Focus campus that demonstrates the greatest need for assistance in developing and implementing a school redesign that creates new and improves existing learning environments to substantially increase student achievement. Utilizing funds obtained from the School Redesign grant, the district will implement the Turnaround Model designed to assist in making comprehensive changes in the staff and instructional model. In particular, grant funds will be utilized to increase the effectiveness of teachers and campus leaders, improve instruction through targeted professional development, implement evidence-based instructional strategies, create community-oriented schools, and provide operational flexibility to schools.

Development of Budget: The costs reflected in the budget are appropriate for the results expected. (7 pts) In order to develop the proposed budget, the district developed goals and milestones that would assist in meeting areas that were identified as high need. Next, the district researched evidence-based practices that have been successful in improving outcomes in demographics that are comparable to PSJA North Early College H.S. The district determined the number of teachers and students to participate in the program and the amount of funds needed to provide appropriate equipment, assessments, professional development training, travel to attend trainings, and program management. These processes provided the district with an accurate understanding of the amount of grant funds that is needed to meet the defined goals of the application.

Demographics of Campus/District Relate to the Defined Goals and Purposes of the Grant: The proposed program is appropriate to and will successfully address the needs of the target population or other identified needs. (8 pts) Needs assessment findings revealed that only 56% of the students met satisfactory standard or above in reading, which is below the State's standard of 73%. Furthermore, the campus' ELL population only had 29% of their students meet standard or above in reading. The attendance rate at the campus is also at 91.6%. This is significantly lower than the State's standard of 95.7%. This lack of achievement can be directly attributed to the percentage of students that have been defined as Economically Disadvantaged (81.7%), At-Risk (66.1%), LEP (23.6%), and/or SPED (6.9%).

Who Designed the Needs Assessment Process, Determines Its Efficacy, And Determines When and How the Process Needs to be Updated or Changed: The initial needs assessment process was designed and reviewed by the district and campus administrators, to include Superintendent, Assistant Superintendent of Finance, Principal, Technology Director, and other district/campus personnel. If awarded, the district administrators, Project Director, School Redesign Partner, and Campus Redesign Team (CRT) will be responsible for determining the effectiveness of the assessment produced and for ensuring the results clearly identify the gaps and weaknesses of the district. These individuals will meet on a quarterly basis, or as needed, to assess and review the strategies and activities being conducted. If areas of weakness are identified, the district administrators, Project Director, School Redesign Partner, and Campus Redesign Team (CRT) will review the processes and modify them as needed to include the unaddressed areas or needs. Any significant changes will be presented to the school board members and TEA for approval.

The Management Plan Developed for The Grant Program—Without Naming Individuals Who Will Fill Certain Roles, As That May Change, Describe How You Will Ensure That the Program Receives Consistent, High-Quality Management: The district has selected to implement the Alternative Management Plan in order to utilize the School Redesign Partner to not only assist in the program planning, but also provide guidance and support throughout the implementation process. A performance contract will be entered in that will outline the roles and responsibilities each partner will have. Furthermore, the district will provide the campus administration, Project Director, and School Redesign Partner the operational flexibility to implement evidence-based strategies and activities.

In order to ensure that the program receives consistent, high-quality management, the campus administrators, Project Director, CRT, and School Redesign Partner will meet on a quarterly basis. During this time, updated data that is collected by the Project Director will be reviewed and compared to the baseline data that was collected during the planning phase of the grant. The team will determine if the campus is demonstrating progress in meeting milestones and objectives that have been set forth in the grant. Based on findings, a report will be prepared and submitted to the Superintendent for review. A copy of this report will also be made available on the district and campus website. If needed, changes to the program will be proposed and submitted to the Superintendent and School Board for review.

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Schedule #5—Program Executive Summary (cont.)County-district number or vendor ID: **108-909**

Amendment # (for amendments only):

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

Methods to Evaluate the Program, Including Means to be Used To Measure Progress In Defined Program Areas: The methods of evaluation include the use of objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the project and will produce quantitative and qualitative data to the extent possible. (3 points) In order for the district to monitor the attainment of the program's goals, strategies, and objectives, the district will ensure that clearly specified and measurable processes and procedures are in place. The evaluation process will include: conducting surveys to provide continuous feedback on the program; conducting classroom observations on a regular basis to provide the Principal and grant officials the opportunity to determine whether the trainings, instructional materials, and technology are having a positive impact on the teachers' ability to engage students and increase productivity; and reviewing student achievement results, attendance data, test results, report cards, graded classwork, professional development sign-in sheets, and PEIMS reports to determine whether the campus has demonstrated an increase in student/parent/teacher participation.

Application Completely and Accurately Answers All Statutory Requirements (Keeping in Mind That the Application Is Not Eligible for Review and Scoring If All Statutory Requirements Are Not Addressed): Application is organized and completed according to instructions. (5 pts) The administrators met and reviewed the completed application to ensure that all Statutory and TEA Program Requirements were answered completely and accurately. District/campus stakeholders had the opportunity to provide feedback and address any areas of concern. Their responses were reviewed and addressed prior to the submission of the grant application.

Conclusion-District's On-Going Commitment to The Goals of The Grant and Funding Sources to The Program Beyond Grant Funding: To ensure that all project participants remain committed to the success of the project, the district has received commitment from all participants, including administration and teachers. In order to ensure that participants remain committed to the success of the program, the following elements will be incorporated into the program design:

- An incentive program which will be initiated for teachers who assist students that have previously failed to meet standard on an EOC State assessment. A \$50 incentive will be provided to teachers for each student that meets standard during the second administration;
- On-going support which will be provided by the selected school redesign partner/managing entity, district/campus administration, and other contracted trainers and consultants;
- Quarterly surveys that are designed to solicit feedback from stakeholders, to include teachers, parents, students, and community-based organizations;
- Bi-annual updates on the progress of the program which will be sent home with students and posted on the campus website. This will detail any existing and new strategies that are being implemented and how these strategies will affect students' outcomes, as well as, the success each strategy is having; and
- Workshops and professional development trainings that will provide all school personnel with an opportunity to actively develop improvement plans, review current school data, and determine next steps. Teachers will also be allotted time for joint planning across all grade levels. In addition, the campus will visit high-performing sites with similar demographics to determine strategies likely to impact student achievement.

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 108-909				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	\$35,451	\$910,564	\$0	\$946,015
Schedule #8	Professional and Contracted Services (6200)	6200	\$27,158	\$342,842	\$0	\$370,000
Schedule #9	Supplies and Materials (6300)	6300	\$12,735	\$136,800	\$0	\$149,535
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$10,000	\$0	\$10,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0	\$0
	Consolidate Administrative Funds				<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$75,344	\$1,400,206	\$0	\$1,475,550
1.63% indirect costs (see note):			N/A	\$24,450	\$0	\$24,450
Grand total of budgeted costs (add all entries in each column):			\$75,344	\$1,424,656	\$0	\$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.

The budget, including personnel, materials, and other identified expenses, adequately supports the activities outlined in the grant proposal. (10 pts)

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Schedule #7—Payroll Costs (6100)						
County-district number or vendor ID: 108-909				Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Cost	Implementation Cost	Total Budgeted Cost
Academic/Instructional						
1	Teacher					
2	Educational aide					
3	Tutor					
Program Management and Administration						
4	Project director	1	0	\$15,000	\$150,000	\$165,000
5	Project coordinator					
6	Teacher facilitator					
7	Teacher supervisor					
8	Secretary/administrative assistant	1	0	\$5,000	\$50,000	\$55,000
9	Data entry clerk					
10	Grant accountant/bookkeeper					
11	Evaluator/evaluation specialist					
Auxiliary						
12	Counselor					
13	Social worker					
14	Community liaison/parent coordinator					
Education Service Center (to be completed by ESC only when ESC is the applicant)						
15						
16						
17						
18						
19						
Other Employee Positions						
21	Literacy Coach - Will work directly with teachers to provide new instructional methodologies and best practices.	1	0	\$10,000	\$100,000	\$110,000
22						
24	Subtotal employee costs:			\$30,000	\$300,000	\$330,000
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay (\$20 per hour x 300 hours)		\$300	\$5,700	\$6,000
26	6119	Professional staff extra-duty pay:		\$0	\$239,250	\$239,250
		Common Planning Time - \$27.50 per hour 8,700 hours		\$0	\$123,750	\$123,750
		Teacher Stipend - \$50 x 2,475 payouts				
27	6121	Support staff extra-duty pay:		\$0	\$99,000	\$99,000
		Tutorial Program - \$27.50 x 3,600 hours		\$0	\$10,560	\$10,560
		Summer STEM Robotics Program - \$27.50 x 384 hours				
28	6140	Employee benefits		\$5,151	\$132,304	\$137,455
29	61XX	Tuition remission (IHEs only)		\$0	\$0	\$0
30	Subtotal substitute, extra-duty, benefits costs			\$5,451	\$610,564	\$616,015
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$35,451	\$910,564	\$946,015

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: 108-909			Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.				
Professional and Contracted Services Requiring Specific Approval				
Expense Item Description		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:		\$0	\$0	\$0
Professional and Contracted Services				
#	Description of Service and Purpose	Planning Cost	Implementation Cost	Total Budgeted Cost
1	Core Area Trainings - Has been budgeted to provide targeted trainings to teachers by addressing areas of deficiency. This will include teaching strategies, working with at-risk students, utilizing data-disaggregation, and more.	\$2,000	\$88,000	\$90,000
2	Professional Development Provider - Will provide a fun and inspiring professional development event for teachers. This research-based and results-driven training will provide educators with the most powerful tools, strategies, and resources available for creating an extraordinary learning environment.	\$5,000	\$5,000	\$10,000
3	Writing Provider - Will offer a comprehensive research-based writing program that will train teachers how to further sharpen the students' reading and writing skills.	\$6,087	\$63,913	\$70,000
4	Writing Provider - Will be contracted to provide evidence-based strategies proven to assist students in achieving the highest ranking on their Texas state writing composition tests.	\$0	\$10,000	\$10,000
5	Arts Integration - Will train teachers on the integration of artistic methodologies in core area instruction designed to increase students' engagement and understanding of the lessons being taught.	\$3,636	\$36,364	\$40,000
6	School Reform Partner - Will assist the campus in the development and implementation of evidence-based strategies that are geared towards improving student outcomes.	\$10,435	\$109,565	\$120,000
7	Micro-Credential Provider - Will provide the campus access to a host of micro-credentials that have been vetted by Digital Promise.	\$0	\$30,000	\$30,000
8				
9				
10				
11				
12				
b. Subtotal of professional and contracted services:		\$27,158	\$342,842	\$370,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0	\$0	\$0
(Sum of lines a, b, and c) Grand total		\$27,158	\$342,842	\$370,000

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

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Schedule #9—Supplies and Materials (6300)				
County-District Number or Vendor ID: 108-909		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:			
	Computers - Will be utilized by the Project Director, 10% of Teachers, the Literacy Coach, and the Administrative Assistant to review and assess data, monitor the program, prepare lesson plans, and take part in online trainings. (18 x \$1,100)	\$0	\$19,800	\$19,800
	Reading Software - Will provide an effective online reading program that improves reading skills quickly and efficiently. Will enable students with diverse skills and instructional needs to read accurately and fluently. Will also include device training for the teachers. (5 licenses x \$1,300)	\$0	\$6,500	\$6,500
	Micro-Credential Provider - Will provide quality robotics supplies and curriculum for use during the Summer STEM Robotics Program.	\$0	\$98,000	\$98,000
	Infrastructure - Will be utilized to update the campus' infrastructure and ensure the campus can support the added technology and software to be purchased.	\$9,000	\$0	\$9,000
	PBIS Supplies - Will be utilized to purchase achievement awards for students that demonstrate hard work and inspire them to keep up their good work. (i.e. certificates, ribbons, pens, etc.)		\$2,500	\$2,500
	Misc. Supplies - Will be provided to purchase supplies to be utilized in the instruction of students. Will include pens, paper, art supplies, ink cartridges, and a video camera and a tripod stand for filming and posting meetings, etc.	\$3,735	\$10,000	\$13,780
Grand total:		\$12,735	\$136,800	\$149,580

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: 108-909		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: Travel for Special Education students to Quinta Mazatlán to take part in hands-on-based science field investigations.	\$0	\$4,000	\$4,000
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:		\$0	\$4,000	\$4,000
Remaining 6400—Other operating costs that do not require specific approval:				
	Transportation, Per Diem, and Lodging - Will be provided for School Redesign staff to attend the required Texas Accountability Intervention System training, as well as, to visit exemplar schools. Costs will include travel, per diem, hotel, and registration fees.	\$0	\$3,000	\$3,000
	Nutritional Snack – Will be utilized to purchase nutritional snacks for students that take part in the after-school and summer academies and tutorials.	\$0	\$3,000	\$3,000
Grand total:		\$0	\$10,000	\$10,000

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

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

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Schedule #12—Demographics and Participants to Be Served with Grant FundsCounty-district number or vendor ID: **108-909**

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	1,748	81.7%	PSJA North Early College H.S. has an economically disadvantaged population that is 22.7% higher than the State's average of 59%. Parents'/guardians' lack of finances limits the resources they are able to provide to their child(ren).
Limited English Proficient (LEP)	506	23.6%	PSJA North Early College H.S. has a Limited English Proficient (LEP) population that is 5.1% higher than the State's average of 18.5%. Students limited understanding of the English spoken and written language serves as an obstacle for these students' education towards academic gains.
Disciplinary Placements	58	2.5%	PSJA North Early College H.S. has a Disciplinary placements population that is 1.1% higher than the State's average of 1.4%. Students that are placed in an alternative education program due to disciplinary issues often fall further behind in their classwork, which is realized on their academic reports.
Attendance Rate	NA	91.6%	PSJA North Early College H.S. has an attendance rate that is 4.1% higher than the State's average of 95.7%. Students that have a high amount of absences tend to fall behind in their classwork and repeat grade levels.
Annual dropout rate (Gr 9-12)	NA	0.4%	Although the PSJA North Early College H.S. dropout rate is only .4%, this did double from the previous year's rate of .2%. This increase can be attributed to any of the aforementioned at-risk indicators.

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:		<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter				<input type="checkbox"/> Private Nonprofit			<input type="checkbox"/> Private For Profit			<input type="checkbox"/> Public Institution		
Students															
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
0	0	0	0	0	0	0	0	0	0	578	559	512	491	2,140	

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Schedule #13—Needs AssessmentCounty-district number or vendor ID: **108-909**

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.

SYSTEMATIC PROCESS FOR IDENTIFYING AND PRIORITIZING CAMPUS TO BE SERVED: PSJA North Early College H.S. was selected by Pharr-San Juan-Alamo (PSJA) ISD to apply for the 2017–2019 School Redesign grant because it has been identified as a Title I Focus school for 3 years straight. For the 2016 Accountability Summary, PSJA North Early College H.S. Index Scores were as follows: Student Achievement – 68 (Target Score – 60); Student Progress – 31 (Target Score – 17); Closing Performance Gaps – 41 (Target Score – 30); and Post-Secondary Readiness – 84 (Target Score – 60). Additionally, SchoolDigger has ranked PSJA North Early College H.S. 1,278 out of 1,692 high school campuses, based on the most recent available STAAR results.

NEEDS ASSESSMENT PROCESS/CURRENT ACHIEVEMENT: Details of the needs assessment methodology are provided, and the magnitude or severity of the problem to be addressed by the proposed program is significant. (10 pts) In preparation for the submission of the 2017–2019 School Redesign grant, the district analyzed the needs of PSJA North Early College H.S. that lead it into Focus (2 pts). Campus data was analyzed utilizing information garnered from the Texas Academic Performance Report (TAPR), School Report Cards (SRC), Texas Consolidated School Accountability Report (TCSR), and Texas Performance Reporting System (TPRS). These reports indicated the following gaps in students' performance and behavior, as well as, in school leadership:

Needs Assessment Results

Student		Academics (Reading)	Academics (Math-LEP)	Academics (Science)	LEP	Economically Disadvantaged	At-Risk	Disciplinary Placement	College Readiness
	State	73%	76%	79%	18.5%	59.0%	50.1%	1.4%	35.0%
	District	62%	74%	74%	43.7%	87.7%	78.1%	.9%	9.0%
	Campus	56%	65%	74%	23.6%	81.7%	66.1%	2.5%	11.0%

Source: 2015-2016 Texas Academic Performance Report (TAPR)

HOW NEEDS WERE PRIORITIZED: As the result of a robust assessment effort, specific needs have been identified and strategies have been described. (10 pts) As can be seen, PSJA North Early College H.S.'s needs assessment was an in-depth review of the needs of the students, teaching staff, and community. Elements of the needs assessment also included the review of the experience/capabilities of the school leadership team, instructional programs that are currently being utilized at the campus, and the infrastructure that is available for student and teacher use. The goal for the district and campus was not just to identify the areas of need, but to also identify the root cause for the problems. Based on this assessment, PSJA ISD determined that the campus needed to prioritize the following needs in order to be able to provide students the skills needed to become effective leaders:

- The experience of teachers and school leaders needs to be increased through targeted trainings. These trainings will provide the knowledge and self-confidence required to manage students' behavior in & out of the classroom, motivate students to take a more active role in their studies, and implement new teaching strategies;
- Teachers, students, and school leaders need access to the latest research-based STEM-related curriculum that is geared to increasing students' participation; and
- Teachers need to be provided with a strong support system that will be available to provide struggling teachers with the guidance and assistance needed to bring about positive student outcomes.

In addition, the district also conducted a needs assessment of the community. Data obtained from the US Census Bureau's American Fact Finder indicated that Pharr/San Juan/Alamo have a combined population of 122,609 of which 33.2% live in poverty and 8.8% are unemployed. This is significantly higher than the State's averages of 17.3% and 4.5% respectively. Furthermore, of the population that is between the ages of 18-24, 18.9% (State:17.1%) have less than a high school diploma. For the population that is 25 and over, 39.7% (State:18.1%) have less than a high school diploma. A final obstacle that is facing the city is the 31.9% (State:40.5%) of individuals that speak English less than very well and are foreign born. This includes 7.5% (State: 5.74%) that are naturalized citizens and 13.2% (State: 10.84%) that are not US citizens.

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Schedule #14—Management PlanCounty-district number or vendor ID: **108-909**

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
Qualifications/experience/certifications are of sufficient quality to ensure successful implementation. (5 pts)		
1.	Project Director (required)	A minimum of a Master's Degree in Educational Management. A minimum of 5 years' experience with curriculum and instruction, managing programs, budgets, personnel, and dealing with vendors.
2.	Superintendent	A Minimum of a Master's Degree. Must have a State of Texas Superintendent Certificate. A minimum of 3 years' experience in a related field.
3.	Principal	A minimum of a Master's Degree in Education. Must have a Principal Certification. A minimum of 3 years' experience in a related field, preferred.
4.	Campus Reform Team	Will consist of teachers, administrators, parents, and other support staff. Will need to demonstrate a commitment to the school reform and be able to attend regularly scheduled Redesign Meetings.
5.	School Redesign Partner/Managing Entity	Experience in the support and improvement of districts/campuses in state and federal accountability. Experience serving underperforming schools, including Turnaround technical assistance.

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.

Objectives, strategies, activities, & results of the program are clearly specified and measurable. (4 pts)

#	Objective	Milestone	Begin Activity	End Activity
1	Improved Teachers' Proficiency	1 Teachers will attend a minimum of 15 hours of training each year.	08/28/2017	07/31/2019
		2 A minimum of 60% of the teachers will receive an overall Proficient rating on their McREL assessment.	05/01/2018	07/31/2019
		3 A minimum of 20% of the teachers will have students demonstrate a 5% increase in their academics based on EOC/local assessments.	05/01/2018	07/31/2019
		4 A minimum of 30% of the teachers will receive at least 1 micro-credential designed to improve their ability to manage/engage their students.	10/01/2017	07/31/2019
2	Improved Student's Academic Performance	1 A minimum of 20% of the students will attend at least 20 hours of tutoring.	08/28/2017	07/31/2019
		2 A minimum of 20% of the students will demonstrate a 5% increase in their Math academics based on EOC and/or local assessments.	05/01/2018	07/31/2019
		3 A minimum of 20% of the students will demonstrate a 5% increase in their ELA academics based on EOC and/or local assessments.	05/01/2018	07/31/2019
		4 A minimum of 20% of the students will demonstrate a 5% increase in their Science academics based on EOC and/or local assessments.	05/01/2018	07/31/2019
		5 A minimum of 60 students will attend a Summer STEM Program.	07/31/2018	07/31/2019
3	Improved Attendance/Behavior	1 Students' overall attendance rates will demonstrate a 5% improvement.	08/28/2017	07/31/2019
		2 A Student Ambassador's Program will be established within 60 days of the start date.	08/28/2017	10/31/2017
		3 A minimum of 75% of the staff will attend 2 truancy prevention workshops.	08/28/2017	07/31/2019
		4 A minimum of 75% of the staff will attend 2 PBIS trainings.	08/28/2017	07/31/2019
		5 A Student Behavior Initiative will be established within 60 days of the start date.	08/28/2017	10/31/2017
4	Increased Parental Involvement	1 A minimum of 45 parents will attend monthly Parent Information Nights.	09/30/2017	07/31/2019
		2 A minimum of 25% of the students will have a parent attend a school related function.	08/28/2017	07/31/2019
		3 A minimum of 2 parents will be recruited for the Campus Redesign Team.	08/28/2017	07/31/2019
		4 A minimum of 6 Campus Reform Meetings will be held, recorded, and posted onto the campus website.	10/28/2017	07/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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

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.

On-Going, Existing Efforts Similar or Related to the Planned Project: PSJA ISD and PSJA North Early College H.S. will coordinate existing strategies and interventions, resources and facilities and other appropriate community, state, and federal resources in order to maximize the effectiveness of the School Redesign grant. PSJA North Early College H.S. currently implements the following programs:

- **JSTEM Project Based Learning Summer Program** – This is an innovative summer enrichment program offered by UTRGV Continuing Education in partnership with College of Education & P-16 Integration;
- **Those Who Can, Teach! - Summer Camp 2017** - This program will engage students who are exploring the teaching profession through a week-long action research project that examines the characteristics and best practices of excellent teaching; and
- **New Teacher Institute** - This summer institute offers on-going professional development, and instructional coaching during the teacher's first year. The program provides new teachers with a comprehensive on-boarding process to support instructional skills building that helps teachers adapt to PSJA's norms and culture.

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

The campus administrators feel confident that they have the capacity and commitment to provide adequate supplemental

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 108-909 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.	Attendance Logs and Sign-In Sheets 1. Training logs reveal a minimum of 15 hours of training were attended by teachers. 2. Students tutoring logs reveal a minimum of 20% attended 20 hours of tutoring. 3. Sign-in sheets show at least 25% of the students had a parent go to a school function.
2.	Surveys 1. Results indicate that program initiatives are being well implemented. 2. Results indicate parents are taking a more active role in their child(ren)'s education. 3. Results indicate that teachers feel more confident and knowledgeable.
3.	Academic Results 1. State assessments indicate a 5% increase in a minimum of 20% of the students. 2. Report cards, classwork, and benchmarks demonstrate student progress. 3. Rtl software demonstrates growth in BOY and EOY assessment results.
4.	Bi-Annual Updates 1. Attendance records demonstrate a 5% improvement in students' attendance. 2. PEIMS 425, referrals, and detention logs indicate improvement in student behavior. 3. Monthly Parent Information Night logs indicate an attendance of at least 45 parents.
5.	McREL and Micro-Credential Results 1. McREL results indicate at least 60% of teachers obtain an overall Proficient rating. 2. A minimum of 30% of the teacher receive at least 1 micro-credential. 3. McREL assessments indicate teachers demonstrate growth throughout the year
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, 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.	
Processes for Collecting Data: The evaluation design includes processes for collecting data. (3 pts) PSJA ISD will contract an External Evaluator to evaluate the program and ensure that the program is on target to meet its proposed outcomes. The Director will be required to collect data and submit to the External Evaluator who will develop bi-annual reports to be submitted to the district for review. The methods of evaluation provide for examining the effectiveness of strategies. (2 pts) The following table illustrates the data to be collected and when it will be collected:	
DATA COLLECTION PROCESS	
Program-Level Data	Training Logs, Parent Sign-In Sheets, Parent and Student Homework/Tutoring Assistance Logs, and PBIS Logs will be collected as completed by the Director. Information will be entered into a data-base which will be utilized to track and monitor attendance and number of participants served. Survey Results and Micro-Credential Certificates will be collected quarterly. Summer STEM Program Logs will be collected once each program ends. Incentive Payment Logs will be collected when stipends are distributed. The Director will add this information into the database and retain survey results.
Student-Level Academic Data	State and local assessment results will be collected by the Director as they become available. The data base will allow for the monitoring of students' academics and will track students' growth. Attendance and behavioral reports will be collected on a quarterly basis in order to monitor if students are displaying marked improvement. Finally, teachers McREL assessments will be monitored on an on-going basis to ensure their proficiency is improving. Data collected will include observation notes, as well as, goals and planning notes.
Campus-Level Data	The school redesign partner will utilize Mapping a Pathway to Student Success (MAPSS) data-driven process to provide a report that includes targeted recommendations & resources to meet campus needs.
Problems with Project Delivery to be Identified and Corrected: The Formative evaluation processes outlined in the application provides for the identification and correction of problems throughout the duration of the grant project. (2 pts) By administering quarterly surveys and collecting and consolidating formative data in a database on a weekly basis, the Director and Principal will be able to identify and correct any problems in the program. Performance measures will be utilized to assess program progress in meeting the stated goals and objectives. If any of the of the initiatives are deemed to be ineffective in positively impacting the transformation of the campus, the Campus Reform Team (CRT) will convene to discuss alternate initiatives or activities that may be substituted. When possible, feedback will be solicited from teachers, parents, and students. Flyers will be sent home with students and the campus website will be updated to notify stakeholders of any changes made.	
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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **108-909**

Amendment # (for amendments only):

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

Support the Focus School with the Development and Implementation of a Targeted School Improvement Plan:

The design of the proposed program reflects up-to-date knowledge from scientifically based research and effective practice. (4 pts) PSJA ISD will support PSJA North Early College H.S. in the development and implementation of a targeted school improvement plan. The ultimate objective of the school improvement plan will be to improve student achievement by enhancing the way curriculum is delivered. This will be accomplished by creating a positive environment for learning, improving teachers' proficiency, and increasing the degree to which parents are involved in their child(ren)'s education at school and in the home. Once developed, the school improvement plan will serve as a road map that will identify the changes needed to be made to improve the level of students' achievement, as well as, how and when these changes need be made.

Prior to December 1, 2017, and during the School Redesign Program's planning time, PSJA ISD will sign a Memorandum of Understanding with the school redesign partner/managing entity, which has been selected to serve as the school redesign partner. With the support of the district and school redesign partner/managing entity, PSJA North Early College H.S. will implement the Texas Continuous Improvement Framework. The Texas Continuous Improvement Framework is designed to establish the foundation systems, actions, and processes to support the continuous improvements of Texas school district and campuses. The framework provides clearly articulated commitments and support systems needed to engage in thoughtful and collaborative school improvement that has been developed through decades of school improvement and turnaround research. MAPSS' data-driven process will generate a report that will provide recommendations and suggest resources that are targeted to meet the needs of PSJA North Early College H.S. (Source: TCDSS.net) All component levels of the framework are designed to work together through a cycle of continuous improvement to produce systemic transformation. These components include the following structured elements:

- **District Commitments** (i.e. Operational Flexibility, Clear Vision & Focus, Sense of Urgency, High Expectations, District-Wide Ownership, and Accountability);
- **Support Systems** (i.e. Organizational Structures, Processes/Procedures, Communications, and Capacity & Resources);
- **Critical Success Factors** (i.e. Academic Performance, Use of Quality Data to Drive Instruction, Leadership Effectiveness, Increased Learning Time, Family/Community Engagement, School Climate, and Teacher Quality); and
- **Continuous Improvement Processes** (i.e. Data Analysis, Needs Assessment, Implement & Monitor, and Improvement Plan).

In support of the implementation of PSJA North Early College H.S.'s reform, PSJA ISD will host open forums in which teachers, school leaders, school councils, parents, and community members will be invited to take part in. These forums will allow these various stakeholders the opportunity to analyze current student data so that they can provide suggestions and feedback on what needs to be improved in the school. Furthermore, as indicated above, the district will commit to:

- **Operational Flexibility** - The district will permit the shifting of resources, processes, and practices in response to the critical needs that are identified;
- **Clear Vision and Focus** - The district will articulate a focus on student achievement as its primary work. Clear plans and systems, aligned to that vision, will be developed to address increasing performance for all students;
- **Sense of Urgency** - The district will set a priority and press for rapid action to change ineffective practices and processes that impede student success;
- **High Expectations** - Explicit, rigorous standards will be placed for student learning. These expectations will be evident and understood by all and include a commitment to providing a timely response and/or adjustment when goals are not met; and
- **District-Wide Ownership and Accountability** - The district leadership will recognize and accept responsibility for all levels of performance and transparently interact with stakeholders to plan and implement improvement initiatives. The district will engage in continuous review of systemic, district-wide practices to ensure effective impact on critical need areas, such as low-performing campuses.

Through the partnership with school redesign partner and with the support of the district, the campus can successfully achieve the following desired results: Accelerated Achievement, System Transformation, and Sustainability.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108-909	Amendment # (for amendments only):
Statutory Requirement 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.	
<p>Monitor Schools Receiving Title I Funds: As a Title I Focus School that receives funding under this title, the district has established protocols for monitoring students' performance, implemented strategies, and teachers' proficiency. This includes regular meeting with campus administration to review report cards, STAAR results, McREL results, and more.</p> <p>Monitor School Improvement Plans Upon Submission and Implementation: The methods of evaluation include the use of objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the project and will produce quantitative and qualitative data to the extent possible. (3 pts) As described on Schedule 14-Management Plan and Schedule 15-Program Evaluation, the district has established milestones, identified evaluation methods, set associated indicators of accomplishments, and developed data collection processes. The milestones and associated indicators will be tied directly to the School Improvement Plan that will be developed during the planning time. By monitoring these milestones and indicators, utilizing the defined evaluation methods and data collection processes, the PSJA ISD will also be able to monitor the implementation of the Improvement Plan. Furthermore, as part of the services and support that are offered by school redesign partner, a Target Improvement Plan template is available for use. This template includes seven critical success factors for monitoring Title I programs.</p> <p>Implement Additional Action Following Unsuccessful Implementation After a Number of Years Determined by the District: It is understood that real change takes time. Therefore, the School Improvement Plan will be designed as a multi-year plan. Year 1 will include a 3-month planning process. The remaining portion of year 1, as well as, any subsequent years will serve as the implementation year. The School Improvement Plan will be used as a working document that will be utilized to monitor progress over time. The Superintendent will review the School Improvement Plan with the Principal on a regular basis and will be provided with regular updates on the implementation of the plan. If needed, revisions will be made that are necessary to ensure that the plans stay on course. Changes may include adjusting the time table and/or changes to organizational and procedural practices.</p> <p>The procedures ensure feedback and continuous improvement in the operation of the proposed program through on-going monitoring and adjustments as needed. (3 Pts) If changes are made to the School Improvement Plan, a status update will be placed on the School Board's Agenda. This will allow stakeholders the opportunity to provide feedback and suggestions. In addition, notices will be sent home with students, and the campus and district website will post notices, detailing changes and to the School Improvement Plan.</p>	
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.	
<p>Rigorous Review Process: The applicant will recruit, screen, select, and evaluate school redesign partners using a rigorous process. Redesign partners should demonstrate evidence of increasing student achievement in low-performing schools and/or similar learning environments. (GSC 2: 10 Pts) PSJA ISD's Purchasing Department is responsible for facilitating the processes governed by state and federal law to ensure the rigorous recruitment, screening, selection, and evaluation of all external partners. The mission of the PSJA ISD's Purchasing Department is to purchase the best goods and services at the lowest practical prices while adhering to local, state, and federal regulations. According to our District policy, all purchases using local, state, or federal funds must be approved by designated personnel prior to any purchases and before services are rendered. The district is required to competitively bid any/all expenditures greater than \$10,000. Purchases over \$50,000 must be approved by the Board of Trustees. Competitive bids are generally solicited either by means of a Request for Proposal (RFP) or a competitive sealed bid. Current bid/proposal solicitations are announced in one or more local newspapers of mass distribution for two consecutive weeks.</p> <p>PSJA ISD, in keeping with its high-standards and good business practices, is committed to providing equal procurement opportunities to Historically Underutilized Business (HUB). HUB is defined as a business enterprise that is at least 51% owned by an Asian Pacific American, Black American, Hispanic American, Native American, American woman and/or Service Disabled Veteran, who reside in Texas and actively participate in the control, operations and management of the entity's affairs.</p> <p>In the selecting the School Redesign Partner/Alternative Managing Entity, the district staff will review the resources that were provided by the Division of System Support and Innovation (DSSI). Based on the information that was garnered from these resources, the district will reach out to various partners to meet and discuss services that can be provided, school reform strategies, costs, and more. Based on this information, the district will determine who the best partner will be to serve as the School Redesign Partner/Alternative Managing Entity; however, a competitive sealed bid process will still need to be initiated; therefore, if awarded, solicitations will be sought from eligible entities in the manner listed above.</p>	
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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 108-909	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.	
<p>Align Other Federal, State, and Local Resources to Carry Out Activities Supported with Funds Received: The proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (3 pts). The PSJA ISD will align and complement existing school improvement resources, goals, and interventions including: personnel, technology and infrastructure, curriculum, software, facilities, and trainings in order to support and effectively deliver a single and comprehensive school improvement plan. Below is a sample of existing resources and interventions that will be utilized and how they will be aligned:</p> <ul style="list-style-type: none"> • Read 180 (Title I, Part A Funds)– Provides students access to ELL software that fascinates and excites them about reading and learning; • Imagine Learning Español (Title III, LEP) – Provides enhanced support for ELL students that aids in improving English language learning. The program also uses peer modeling to illustrate concepts more clearly.; and • Girls Who Code - Summer Immersion Program (TWC Camp Code for Girls Grant) - A 7-week summer program for interested 10th -11th grade girls will be offered in which participants can learn computer science, get exposure to tech jobs, and join a supportive sisterhood of thousands of girls across the US. <p>This program will be cost-effective because existing resources such as office space, classrooms, telephones, Internet connections, utilities, staff, and teachers will be utilized as in-kind. Furthermore, the proposed program is replicable to other schools that have similar student and academic demographics.</p> <p>Expenditures and activities are supplemental to and do not supplant/duplicate services currently provided (3 pts). The proposed program will be utilized to supplement and enhance services currently offered through the use of federal, state, and local funds. In this manner, the district will ensure that these acquired funds will be used to supplement (increase the level of service), and not supplant (replace) State and local funds. Furthermore, PSJA ISD ensures that the campus served with these grant funds will receive all of the State and local funds it would have received in the absence of this award.</p> <p>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.</p> <p>Modify Practices and Policies to Provide Operational Flexibility: The district will modify practices and policies to provide PSJA North Early College H.S. leadership and the school redesign partner operational flexibility to fully develop and implement a school redesign. District and campus data illustrates that PSJA North Early College H.S. has a unique student population that has its own unique obstacles and needs. Therefore, PSJA North Early College H.S. will be provided the flexibility to modify their campus policies and instructional methods in order to improve student achievement. During the Planning Phase of the School Reform Program, the district and campus staff will review staffing policies, existing curriculum, class schedules, school calendars, and more. Some initiatives that are being considered include:</p> <ul style="list-style-type: none"> • Multi-Phased Reading Program - Will incorporate multiple evidence-based strategies that are proven to increase teachers' instructional processes; thus, improving student outcomes. Phases of the Reading Initiative will include targeted trainings provided by renowned educational consultants, teacher support provided by a highly-qualified Literacy Coach, student support offered through the Rising Readers tutorial program, and more. • Arts Integration Program - Will be implemented in which teachers will be provided with trainings designed to assist them in the integration of arts into their daily lessons. This will include the use of theater props so that students' engagement, comprehension, and retention can increase. • Summer STEM Robotics Program - Will be implemented in order to increase students' participation in Science and Math. Students will be provided the opportunity to utilize dual-control robotics supplies to build intricate robots. Once completed, students will have the opportunity to enter a state robotics competition. • Round 2 EOC Incentive Program – Will be initiated for teachers who assist students that have previously failed to meet standard on an EOC State assessment. A \$50 stipend will be provided to teachers for each student that meets standard during the second administration. <p>Enables Full and Effective Implementation of Plans: Prior to approving and modifications to the practices and policies that are being implemented at the campus, data will need to be provided that demonstrate the research-based effectiveness of the proposed changes. If the proposed modifications are deemed to be valid, the School Improvement Plan will be modified. These changes will be monitored for effectiveness.</p>	
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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **108-909**

Amendment # (for amendments only):

Statutory Requirement 2: 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.

Incorporate One or More Evidence-Based Strategies: The campus will, in alignment with its selected school redesign model, contract with various partners to incorporate evidence-based strategies during the implementation of the program that are proven to:

- Increase teachers and school leaders' knowledge and self-confidence so they are equipped to manage students' behavior in and out of the classroom, motivate students to take a more active role in their studies, and implement new teaching strategies;
- Provide teachers, students, and school leaders access to the latest research-based technology and curriculum that is geared to prepare students to be an active member of today's 21st CCLC society; and
- Offer a strong support system to struggling teachers so that they can bring about positive student outcomes.

The table below lists some of the evidence-based strategies, services, and/or activities that will be provided to the campus during the implementation of the School Redesign Program, as well as, the partnering agencies and describes the:

EVIDENCE-BASED STRATEGIES

Strategy	Purpose	Possible Partner
Texas Continuous Improvement Framework	Will help to establish foundation systems, actions, and processes to support continuous improvement. This includes Critical Success Factors that are grounded in evidence-based research and have been found to be key elements for implementing improvement efforts. (Source: http://www.tcdss.net/resources/tag/tais_framework)	School Redesign Partner
Mapping a Pathway to Student Success (MAPSS)	This evidence-based, data-driven process is aligned to the Texas Continuous Improvement Framework. MAPSS process includes: <ul style="list-style-type: none"> • Interviews – Will be conducted with students, teachers, parents, and administrators; • Instruction Review – Will consist of visits to classrooms to collect data regarding instructional strategies, engagement, learning opportunities, and classroom climate; • Surveys – Will provide a visual portrait of the students, teachers, and parents; and • Documentation and School-Level Data – Will be reviewed to provide the campus with a comprehensive understanding of the campus' environment and provide methods to address identified areas of weaknesses. (Source: http://mapssedu.net/) 	School Redesign Partner
Arts Integration	This approach to instruction allows teachers to utilize artistic methodologies to increase students' engagement and understanding of the lessons being taught. For example, writing skills can be developed by implementing a news segment or reading skills can be enhanced by incorporating theater in the classroom. There is much evidence that demonstrates that this teaching approach is highly effective. (Source: <i>Creativity and Academics: The Power of an Arts Education, 2016</i>)	Edutopia and UTRGV
Micro-Credentials	This will allow teachers to personalize their professional development journey by providing access to a host of micro-credentials. Once the training is complete, the teacher will receive a digital badge. (Source: digitalpromise.org)	Micro-Credential Provider
Incentive Program	Teacher compensations based on successes determined by a set of performance standards have been linked to improved student outcomes. By providing an incentive to teachers that have assisted students that have previously failed to meet standard on an EOC State assessment, the campus can directly target these struggling students. (Source: <i>Does Merit Pay for Teachers Have Merit?, Weldon, 2011</i>)	None
Writing Initiatives	In an age where computers autocorrect grammar errors, students are not mastering the art of writing. Therefore, an evidence-based program will support teachers with effective educational writing strategies by providing motivating programs based on the most current research, giving teachers, the tools needed in the classroom to help every student achieve. (Source: https://www.zaner-bloser.com/) A Writing Trainer, will be contracted to provide tips, tools and training for ELA, classroom management, and motivation. These evidence-based strategies are proven to assist students in achieving the highest ranking on their Texas state writing composition tests. (Source: http://thewriteprescription.blogspot.com/)	Writing Providers

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **108-909**

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.

Process Used to Evaluate School Performance and Identify Low-Performing Schools: PSJA ISD has adopted policies designed to hold individual schools accountable for student achievement. This includes setting standards for school performance and aligning local assessments to state standards in order to evaluate school performance. Through these means, PSJA ISD can identify their lowest-performing schools. Grant funds will be utilized to enhance and support this evaluation process.

Brief Overview of Number and Percent of Low-Performing Schools as Well as the Number and Percent of Students Attending These Low-Performing Schools: Of the 44 of schools that make-up PSJA ISD, 16 (36%) have been identified as low-performing schools with an aggregate student enrollment of 15,314 which is approximately 47.6% of the enrolled student population (Greater than 10% of the campuses are identified as Priority/Focus Schools 5 pts).

Clearly communicates the vision for improving low-performing schools, including strategies for increasing the number/percent of students in higher-rated schools. (GSC 1: 10 pts) The district and Campus Redesign Team (CRT) have a *vision for improving this low-performing school* in order to exit Focus status. This vision revolves around teacher and school leader reform. By providing highly-effective skill trainings and research-based resources, teachers and school leaders will have the ability to bring about the school transformation and turn it into a high-rated school. This is because grant funds will allow teachers and school leaders to gain the following innovative strategies:

- Trainings and micro-credentials will provide teachers with the skills and confidence needed to manage their classrooms (students) and positively impact students' behavior and classroom engagement;
- Teacher Incentives will recognize teachers that work with struggling students that have previously failed to meet standard on State EOC assessments. A \$50 stipend will be provided to teachers for each student that meets standard during the second administration;
- Research-based curriculum and strategies that are proven to be effective at increasing students' engagement and are data driven will offer teachers and school leaders the means to provide targeted instruction to students. STEM Robotics, Writing Programs, and Arts Integration into core area curriculum will increase students' involvement in their daily lessons; thus, improving their understanding in key concepts. Through this means, teachers will have the ability to close gaps in achievement; and
- Resources and strategies will be implemented to assist teachers in increasing parents' involvement in their child(ren)'s education. Parents will be provided with information, strategies, and assistance that they need to be able to help and encourage their child(ren) in their academics.

Strategy for Increasing the Number and Percent of Students in Higher-Rated Schools: Strategies have been selected that will help to lead PSJA North Early College H.S. out of Focus status and turn it into a higher-rated school. Through these strategies, the district can ensure that the campus will develop into a high-rated school; thus, increasing the number and percentage of students that attend a higher-rated school by approximately 2,140 students, which is the total number of students currently attending PSJA North Early College H.S. These evidence-based strategies supported through grant funds include:

- Participating in formative assessments of the campus' capacity and committing to carry out the selected school improvement intervention model;
- Utilizing the Texas Continuous Improvement Framework to help to establish foundation systems, actions, and processes that will support continuous improvement;
- Providing TEA and its contractors access for on-site visits in order to obtain guidance and feedback;
- Implementing Mapping a Pathway to Student Success (MAPSS) to provide an evidence-based, data-driven process that is aligned to the Texas Continuous Improvement Framework;
- Providing the campus with the necessary operational flexibility so that campus leadership and the school redesign partner can fully develop and implement a school redesign;
- Gaining the technical assistance and coaching support provided by TEA Division of System Support and Innovation and/or its subcontractors through this specific grant if funded; and
- Attending and participating in grant specific orientation, technical assistance, other periodic meetings, and sharing best practices through the TEA program office.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108-909**

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.

Level of involvement and commitment to the program of all participants, including management, staff, collaborators and partners, is sufficient to ensure the successful implementation of the goals, objectives, and activities. (4 points) In order to be able to develop and implement a school redesign model that is supported by the administrators, teachers, other supporting staff, and parents at PSJA North Early College H.S., a Campus Reform Team (CRT) will be created. The CRT will consist of individuals which will represent campus administrators, teachers, supporting staff, and parents. The CRT will meet on a bi-weekly basis with the district/campus administrators, Project Director, and School Redesign Partner to discuss and provide input on the activities and strategies that will be implemented.

A Clear Understanding of the Unique Needs of the Campus as Informed by the Needs Assessment and Stakeholder Engagement: During the initial meeting, the Campus Reform Team (CRT) will review the data that is collected by the Project Director. The district and campus administration, Project Director, and School Redesign Partner will assist the CRT in identifying the unique needs of the campus and ranking them based on their degree of weakness. Together they will refine the planned strategies that have been listed within the grant, which were designed by the district and campus administration. A plan will be developed that will address these gaps and weaknesses. It is important to note that although district and campus administration will take part in the planning process, the campus administration and School Redesign Partner will be provided with flexibility in the final development of the School Reform Plan. Strategies that are research-based and demonstrate strong evidence of success will be submitted to the School Board for review and approval. Once the plan has been approved, the CRT will continue to meet with the district and campus administration and School Redesign Partner on a monthly basis, to discuss the implementation of the program. During these meetings, the progress being made in meeting milestones will be reviewed and if needed changes to the plan will be discussed. By including stakeholders in the identification of the campus needs, planning of the school reform plan, and monitoring of its success, the district can ensure their commitment and engagement to the school reform.

Evidence of Intended Involvement of Parents, Teachers, and/or Community Members in the School Redesign: Each of the school redesign meetings that are conducted will be filmed and be available for viewing on the campus website. The meeting will begin with the verbal and visual identification of each attending individual, as well as, the identification of the stakeholders they represent (i.e. teacher, parent, etc.). Viewers will be encouraged to post comments and suggestions in a blog that will be included in the website. These will be reviewed by the Project Director and compiled into a report each month. In addition, all attendees of the redesign meetings will be required to sign-in. The sign-in sheet will be collected by the Project Director and maintained on file.

Holistic Picture of the School Redesign: As part of the School Redesign process, the district and campus administrators, Project Director, School Reform Team, and CRT will use a holistic approach for developing and implementing the school redesign program. This will include the following elements:

Education Plan: 1.) Instructional Program - Instructional programs will be reviewed and reinforced with added resources, such as research-based RtI software, writing programming, and STEM-related curriculum; 2.) Assessment & Evaluation - Students will be assessed regularly utilizing programs that provide immediate data on students' comprehension. Teachers will also have quarterly observations conducted so they can be evaluated and are provided multiple opportunities for feedback; and 3.) Plan for Specific Student Sub-Populations - During the redesign meetings, specific activities and services will be identified that will help to ensure that these special populations are able to benefit from the program.

Talent Plan: 1.) Recruitment and Retention of Leadership and Staff - Initiatives will be implemented to increase teacher retention, attract highly qualified teachers, and provide growth opportunities; 2.) Staffing Model - A staffing model will be developed that will identify staffing needs and detail a progression plan; and 3.) Professional Development - Highly-effective trainings will be scheduled and provided to all campus staff.

School Culture Plan: 1.) Core Values - A School Culture Plan will be developed and shared with all stakeholders, which will detail the campuses vision of reform and the core values that will be targeted; and 2.) Comprehensive Student Support - Various supports will be initiated to help ensure students have the means to improve. This will include tutoring, homework assistance, increased parental involvement, mentoring, and more.

Facilities Plan: 1.) General Information - The campus will be assessed in order to identify any weaknesses that exist at the facility; and 2.) Specific Needs - Technology/infrastructure will be assessed to ensure no issues arise accessing new programs.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108-909**

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.

Based on the three available school redesign models, the district and campus selected to implement the Turnaround Model. The following details the rational for this model selection:

How the School Redesign Model Meets the Unique Needs of the Campus: Recently, PSJA North Early College H.S. has been undergoing various changes that are designed to bring about a positive change at the campus. This includes a change in school leadership. Liza Diaz was recently appointed to serve as the Principal of PSJA North Early College H.S. in June 2016. In addition, the district and campus is in agreement that a change in additional staff members and the instructional model is greatly needed. The Turnaround Model was also selected because it provides the framework of developmentally appropriate expectations for teachers and school leaders that can guide the creation, evaluation, and improvement of conditions necessary for the student's educational development. Therefore, this model meets the unique needs of the campus.

How the School Redesign Model Will Result an Improved Learning Environment: The Turnaround Model will provide the district and campus with the ability to collaborate with a qualified school redesign partner to help develop strategies and activities that are proven to be effective in improving the campus' learning environment. With the operational flexibility that will be provided to the PSJA North Early College H.S. and the school redesign partner, the campus will have the options to implement innovative initiatives which will include modifying and enhancing existing curriculum, resources, class schedules, assessments, school calendars, and more. These initiatives will be selected based upon their ability to engage students and bring about positive change.

Description of the Key Activities and Elements Related to the School Redesign Model: In designing this program, the district and campus has identified various key activities and elements that are directly related to the school redesign model. These include:

- Engaging stakeholders in the design, planning, and implementation of the school redesign;
- Articulating specific goals, to include measurable milestones;
- Creating conditions to attract and retain highly-qualified teachers and school leaders;
- Budgeting adequate funding to support the identified activities and strategies;
- Developing a rigorous process for selecting external partners and ensuring they have the evidence-based curriculum, technology, resources, and strategies to bring about positive change;
- Providing support and follow-up trainings to ensure all new resources and initiatives are being utilized as planned; and
- Celebrating and recognizing accomplishments with stakeholders so they can see the results of their hard work and stay committed to the transformation of the campus.

Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the program according to the relevant statute. (5 points) Each of the proposed strategies and activities that will be implemented through this Turnaround Model will be evidence-based to ensure they are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the program. Each of the 11 vendors that have been preliminarily selected have research demonstrating their success at increasing at-risk students' academic proficiency. Furthermore, trainings being considered have been shown to be effective at increasing teachers' effectiveness. Each of these strategies and activities will be monitored closely to ensure that adequate gains are being made.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108-909**

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 rationale for choosing the selected implementation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

How the Implementation Plan Meets the Unique Needs of the Campus: PSJA ISD has selected to utilize the phase-in redesign implementation plan. This selection was made because it will allow the district and campus to focus its program activities and strategies on students that are at greatest risk. Since some of the grade-levels demonstrate more need than other grade-levels, the phase-in model will target students grade-levels that have the highest needs first.

Grade Levels and Anticipated Enrollment: PSJA North Early College H.S. consists of 4 grades (9th -12th). The table below illustrates the results of the needs assessment that was conducted by grade-level in order to prioritize need:

SUBJECT NEEDS ASSESSMENT

	All Students		ELL		Economically Disadvantaged	
	#	%	#	%	#	%
Anticipated Number of Students	2,135	100%	461	21.6%	1,744	81.7%
English I, Met Satisfactory	481	45%	85	22%	368	42%
English II, Met Satisfactory	473	52%	68	25%	377	49%
Algebra I	538	84%	143	70%	449	83%
Biology	518	72%	120	50%	409	69%
U.S. History	512	91%	74	66%	412	90%

Management Responsibilities for Phased-In Grades as Well as Phased-Out Grades: Based on the data listed above, the district and campus administration will recommend to the School Redesign Partner, Campus Reform Team (CRT), and Project Director that English and Science be targeted during the initial year of the grant program. Math and History will be phased-in during year two of the grant. Therefore, trainings, supplies, and materials that are purchased during the first year of the grant will be geared to directly impact the teachers and students in that subject matter. It is important to note that some strategies will be implemented as a campus-wide initiative. For example, if class schedules or the school calendar is adjusted, then this change will be made across all classes in order to ensure that no confusion or issues arise.

The Project Director will be directly responsible for monitoring the various activities, strategies, and services that will be provided at each phase of the School Redesign Program. This will include ensuring that all trainings that are scheduled are geared to the target audience, securing quotes from approved vendors based on subject matter being targeted, and ensuring that teachers in the targeted subject matter are provided with the support and resources needed to improve their students' academics, behavior, engagement, and attendance.

Description of the Key Activities and Elements Related to the Implementation Plan: The district and campus has developed preliminary key activities and elements of the program that are directly related to the phase-in implementation plan. These include, but are not limited to, the following:

- 1.) **Arts Integration** training and resources will be provided in English and Science classrooms during the first phase of implementation. The teachers in these targeted subjects will be provided with comprehensive trainings on the proper integration of Arts into their daily lesson plans, to include follow-up trainings and support. The remaining subjects will be targeted in the second phase of the grant;
- 2.) **Writing Trainers** will provide writing initiatives will provide targeted trainings and resources during the first phase of the program;
- 3.) **Micro-Credentials** will be researched, and a presentation will be provided to teachers detailing the purpose and the process for receiving a micro-credential. Interested teachers will be signed up to take part in this initiative; and
- 4.) **Quarterly Classroom Observations** will be conducted on teachers that provide instruction in English and Science classrooms during the first phase of implementation. This will provide them the opportunity to receive feedback that can be utilized to modify teaching strategies. Remaining teachers will have classroom observations increased to quarterly during the second phase.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108-909**

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.

The district understood that drastic changes needed to be implemented in order to ensure the campus could exit Focus status. Therefore, based on the descriptions that were provided within the Program Guidelines, PSJA ISD and campus selected to Alternative Management redesign flexibility plan. This will entail the district to enter into a performance contract with a managing entity which will help with the planning and implementing of the school redesign.

How the Operational Flexibility Plan Meets the Unique Needs of the Campus: The operational flexibility of this plan will allow the district to contract with a managing entity that has evidence of effectiveness in turning around low-performing schools. Furthermore, since the managing entity and the school redesign partner can be the same organization, the district will utilize the same entity to serve both rolls. This will help ensure the guidance and support that is provided does not hinder the planning or implementation of the program and the unique needs of the campus can be addressed.

Operational Flexibilities Awarded to the Campus Under the Plan: Under the Alternative Management Plan, PSJA ISD will offer flexibility in development of strategies and activities to include:

- **Staffing** - Changes needed in staffing that will help to close student achievement gaps will be reviewed and, if supported by evidence of effectiveness, will be implemented. Changes in staffing may include teacher-to-student ratios, increased leadership roles (Mentors, Instructional Coaches, etc.), incentives, hiring and firing of staff, promotions, planned trainings, and more;
- **Curriculum** - Changes in curriculum that are evidence-based will be allowed to be implemented. This will include not just the RtI and support curriculum, but also the method of delivery, increased technology, STEM labs, tutoring and homework assistance, and more; and
- **General Operations** - Changes to general operations will include classroom schedules, school calendar, common planning times, scheduled evaluations and observations, and more. If evidence is available that demonstrates that the proposed changes are effective, these changes will be allowed.

Governing Body of the Managing Entity: The managing entity that is selected will serve as part of the governing body for the School Redesign campus. The other members of the governing body will include the campus administration, Project Director, and the Campus Redesign Team (CRT). This collaboration is important since together they will develop innovative strategies and activities, and ultimately be responsible for the execution of those strategies and activities.

Performance Contract: The performance contract to be entered into by the district will include the following elements:

- **Performance Measures** - The contract will include baseline data of the campus. This will include data pertaining to academics, behavior, attendance, teacher turnover, retention, McREL results, and more. The contract will also list milestones, goals, and objectives. The milestones will be serve as a gauge that the district can use to determine if the managing entity is on track for meeting the goals and objectives of the program.
- **Contractual Obligations Related to Operational Flexibility** - The contract will also detail the operational flexibility that will be afforded to the managing entity. This will include the staffing, curriculum, and general operations flexibility listed above and more.

Key Activities and Elements Related to the Operational Flexibility Plan: The district will afford the managing entity, campus administrations, CRT, and Project Director the operational flexibility in developing key activities and elements related to the school reform program. For these activities and elements to be approved, the following steps will need to be followed. First, the Superintendent will be provided with a description of the proposed activities/elements, to include research that demonstrates the activities/elements are successful at improving student outcomes or otherwise can improve the school's performance. Second, the proposed activities/elements will be presented to the school board with the supporting research for review. If the research is compelling and valid, the campus will be provided approval to proceed. These meetings and actions will be documented for TEA to review.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108-909**

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.

The district has selected to utilize grant funds for both the planning and implementation of the school redesign. This will ensure that the campus has adequate time to prepare and further garner input from stakeholders on the design of the program. The proposed planning period, detailed below, includes high-level components, as well as, milestones related to the creation of the redesign plan. Based on when the district receives their NOGA, these dates may be adjusted:

PLANNING PERIOD

High-Level Components	Milestones	Duration
Select School Redesign Partner/Managing Entity	Review all data provided by the Division of System Support and Innovation.	8/29/2017-9/1/2017
	Solicit bids from agencies, to include their qualifications.	8/29/2017-9/15/2017
	Select a firm from the submitted bids to serve as the School Redesign Partner/Managing Entity and present the firm to the School Board.	9/18/2017-9/29/2017
Hire a Project Director	Create a job description.	8/29/2017-9/1/2017
	Post position on the district website and other staffing avenues.	8/29/2017-9/15/2017
	Interview applicants and select a candidate.	9/18/2017-9/22/2017
Create a Campus Redesign Team (CRT)	Inform all stakeholders of the Campus Reform Team that is being established and its purpose by posting on the campus and district websites, sending flyers to parents, posting flyers in local community organizations, placing flyers in teachers' mailboxes, etc.	8/29/2017-9/1/2017
	Host a meeting in which interested individuals can attend and learn more information.	9/4/2017-9/8/2017
	Collect commitments from individuals that will be part of the CRT. Ensure that there is representation for each demographic.	9/4/2017-9/22/2017
Identify Needs	Collect updated campus data.	9/22/2017-10/2/2017
	Conduct redesign meetings in which the CRT, Project Director, campus administration, and the School Redesign Partner/Managing Entity can review and identify needs, refine strategies, and plan activities.	10/2/2017-12/1/2017
Identify and Contract Vendors	Identify vendors that the district would like to partner with.	10/2/2017-10/13/2017
	Meet with the Purchasing Department and determine if the vendors are part of a purchasing cooperative, sole source or if bids will be required to be submitted.	10/3/2017-10/17/2017
	Work with the Purchasing Department to develop, post, and process any needed bids.	10/4/2017-11/1/2017
	Present the selected vendors to the School Board for review. Due to the operational flexibility that is being provided to the campus, the vendors will be approved so long as they have available data demonstrating effectiveness.	11/1/2017-11/17/2017
	Procure vendors' services and schedule trainings.	10/3/2017-12/1/2017

School Redesign Partner Will Support the Planning and Implementation of the School Redesign: As can be seen above, the school redesign partner will play an intricate part in the planning of the School Redesign Program. The partner will be required to take part in all aspects of the planning process so that feedback, guidance, and support can be provided to the district during this process. Furthermore, the school redesign partner will also play an influential role during the implementation of the program. Throughout the program, the partner will continue to guide and assist the campus in any modifications that are needed to be made to ensure the district is successful in meeting all its goals.

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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.

Applicant Intends to Contract with a School Redesign Partner and Rationale Supporting the Decision It is the intent of the district to contract with a School Redesign Partner to support the development and implementation of the School Redesign Program. The rationale behind this decision is based on the research that was conducted in preparation of the submission of the School Redesign grant. As indicated by TEA, "School redesigns can benefit tremendously from the support of a partner. High-performing school redesign partners can provide the following advantages:

- Expand district/campus capacity;
- Provide turnaround and restart expertise;
- Increase accountability for school performance; and
- Create campus operational flexibility".

Desired Qualifications of a School Redesign Partner: Selected School Redesign Partners will be required to have evidence of successfully assisting other school districts, similar in size and scope, in exiting Title I Focus status. Five years of evidence-based experience is the minimum that will be accepted by the district for the School Redesign Partner. Furthermore, the School Redesign staff member that is assigned to directly assist PSJA North Early College H.S. in developing and implementing their School Redesign Program will be required to have the following personal qualifications:

- Master's degree in either an Education or Management field;
- Three years' experience with the partnering firm; and
- References from past schools that he/she has assisted.

Thorough Description of the School Redesign Partner Vetting, Selection, and Evaluation: As mentioned in Schedule #17, TEA Program Requirement 6b, the district will carefully select the School Redesign Partner. First, the district will review the various data that has been made available by the District of System Support and Innovation (DSSI), TEA, and other agencies. Second, the Purchasing Department will post a bid inviting eligible Education Service Providers (ESPs), including nonprofits and for-profit organizations that contract with schools to provide education-related services, to submit their qualifications and address questions pertaining to the services to be provided. Based on information that is garnered from the bids, the district will select the School Redesign Partner that is best suited to fill this role.

Length and Scope of Work the School Redesign Partner Will Perform to Support the School Redesign: It is the intent of PSJA ISD to select and sign a contract with the selected School Redesign Partner within the first month of being awarded the School Redesign grant. This contract will commence no later than October 1, 2017, and proceed until July 31, 2019, which is the end of the grant program. During this time, the School Redesign Partner will provide guidance and support to PSJA North Early College H.S. in the following manner:

- Attend all meeting pertaining to the planning and implementation of the School Redesign Program;
- Assist in disaggregating data in order to confirm needs;
- Assist in developing strategies and ensure they are aligned with the needs of the campus;
- Review staff and staffing guidelines and assist in refining hiring practices;
- Identify areas of deficiency and assist in adjusting strategies to ensure program goals are met; and
- Conduct random observations on struggling teachers in order to provide feedback.

The selected School Redesign Partner will work closely with the Project Director and campus administration throughout the duration of this grant. The School Redesign Partner will serve as an advisor, which will utilize their knowledge and experience to guide and suggest adjustments to the program design and implementation. The Project Director and campus administration will take advantage of the knowledge and experience that the School Redesign Partner has to offer, in order to plan, implement, and modify their strategies to best meet the needs of PSJA North Early College H.S. This symbiotic relationship will ensure the success of the program.

Performance Contract: The performance contract to be entered into by the School Redesign Partner with the district will include baseline data of the campus. This will include data pertaining to academics, behavior, attendance, teacher turnover, retention, McREL results, and more. The contract will also list milestones, goals, and objectives. The milestones will be serve as a gauge that the district can use to determine if the School Redesign Partner is on track for meeting the goals and objectives of the program. The contract will detail the operational flexibility that will be afforded to the School Redesign Partner. This will include the staffing, curriculum, and general operations flexibility.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108-909**

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.

Actions Taken to Recruit, Screen, and Select a High-Capacity Campus Leadership Team: Since the district has a Principal that was newly appointed to the position on June 2016, this individual will not be replaced at this time. It should be noted that since her appointment, the Principal (Ms. Liza Diaz) has made many strides in trying to reform the campus and remove it from Focus status. This includes implementing various strategies listed in Schedule 16, Statutory Requirement 1d. With the added funds and support that will be provided through the School Redesign grant, PSJA ISD is confident that Ms. Diaz will finally be able to achieve this goal.

Ms. Diaz has a wealth of experience that she is bringing to this campus. This include 13 years working as a school administrator and a Master's in Education. Additionally, Ms. Diaz has experience analyzing data, assessing needs, and making targeted recommendations based on these actions.

Making Comprehensive Staff Changes: With the assistance and guidance of the School Redesign Partner, PSJA North Early College H.S. will review their current staffing and make comprehensive staff changes. This includes selecting or creating high-capacity leadership teams with a track record of increasing student achievement in low-performing schools and/or similar learning environments. This will include:

- Content Area Department Chairs;
- Counseling Department;
- Career and Technical Education (CTE) Director;
- Special Education (SPED) Director;
- English Language Learner (ELL) Director; and
- Content Area Coaches.

Each of these leadership positions will be evaluated for deficiencies and, if needed, changes will be made accordingly. These changes may include replacement of personnel, added support, or even a creation of new positions.

Qualifications and Experience of The Leadership Team Relevant to Developing and Implementing the School Redesign: Each of the individuals that are selected to be part of the Leadership Team will have qualifications and experience that is relevant to developing and implementing the School Redesign Program. This will include:

- Expert in his/her field;
- Ability to work collaboratively with others within the context of group dynamics;
- Understanding of state accountability and interventions;
- Understanding of the continuous improvement process;
- Ability to problem solve, ascertain key variables needed for school turnaround and offer solutions;
- Ability to analyze data, assess needs, and make targeted recommendations based on these actions;
- Clear vision of the expectations created by the improvement plan and his/her role in implementation; and
- Ability to build peer support for the strategies, initiatives, and redesign activities of the improvement plan.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 108-909		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 108-909		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input checked="" 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 checked="" 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: 108-909

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" 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: **108-909**

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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: 108-909		Amendment number (for amendments only):		
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<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/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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: 108-909		Amendment number (for amendments only):		
Barrier: Lack of Support from Parents (cont.)				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<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 type="checkbox"/>	<input 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" 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: 108-909		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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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