

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: Place date stamp here: <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY JUL 11 PM 3:30 DOCUMENT CONTROL CENTER </div>
Grant Period:	August 28, 2017, to July 31, 2019	
Application deadline:	5:00 p.m. Central Time, July 13, 2017	
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov ; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Everman ISD	220-904	Hommel Elementary/220-904-104	
Vendor ID #	ESC Region #	DUNS #	
756001394	11	068384999	
Mailing address	City	State	ZIP Code
308 W Enon Ave	Everman	TX	76140-

Primary Contact

First name	M.I.	Last name	Title
Cathy		Sewell	Assistant Supt. for Curriculum
Telephone #	Email address		FAX #
(817)568-3500	csewell@eisd.org		(817)568-3508

Secondary Contact

First name	M.I.	Last name	Title
Jennifer		Samuel	Exec. Director Elem Education
Telephone #	Email address		FAX #
(817)568-3500	jsamuel@eisd.org		(817)568-3508

Part 2: Certification and Incorporation

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

Authorized Official:

First name	M.I.	Last name	Title
Curtis		Amos	Superintendent
Telephone #	Email address		FAX #
(817)568-3500	camos@eisd.org		(817)568-3508

Signature (blue ink preferred)

Date signed

5/25/2017

Only the legally responsible party may sign this application.

701-17-101-011

Schedule #1—General Information

County-district number or vendor ID: 220-904

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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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220-904

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

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

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 220-904

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.

Hommel Elementary is a Focus school that has been preliminarily identified as an *Improvement Required* campus for 2017-18. The school serves a diverse set of learners from a low income region of Ft. Worth, Texas. The proportions of low-income families and English language learners (ELL) in Hommel Elementary is more than twice the state average. Student scores from state approved prekindergarten assessments indicate Hommel students come to school lacking language and literacy skills that are prerequisites to academic progress in school. Texas Primary Reading Inventory scores indicate the achievement deficits widen as students pass through 1st and 2nd grade. By third grade, STAAR data indicate less than 60% of students meet state standards in reading and math. The School Redesign Grant (SRG) will provide operational flexibility to transform Hommel Elementary into a high expectation, high achievement reading and math academy. The SRG will use research-based reforms including: a TEA Division of System Support and Innovation (DSSI) leadership model, TEA Reading and Math Academy instructional strategies, Gomez and Gomez Dual Language enrichment activities, and Community in Schools (CIS) student support to improve student performance. The SRG plan will restructure the school day to enable Reading and Math Specialists to increase teacher content knowledge and instructional skills, There will also be instructional support interventionists to improve student performance, and a Communities in Schools Counselor to increase student and family engagement. A cohort model will be used to implement the program in grades PK-1 in Year 1 and grades 2-4 in Year 2. Phasing in the SRG plan will systematically support students as they progress through grade levels, teachers as the curriculum and instruction is revised based on data, and the school as schedules are revised to deliver reform activities. Transformation of school leadership, curriculum and instruction, and student support will increase the number of students in high achievement campuses and accomplish our district vision for students – each and every Hommel student will succeed. Budget: The Site Based Leadership Team (SBT), lead by the new Hommel principal, contributed input for the implementation plan for the School Redesign Grant. The team consists of individuals who directly reflect the subpopulations and diversity of the community. In addition, ESC 11 Reading and Math Academies trainers, Gomez and Gomez Dual Language Model consultants, contributed to the feedback needed to develop the SRG plan including goals, critical success factors, milestones, and activities. The principal and the assistant superintendent acquired cost estimates and to develop the grant budget based on identified priorities for reform. Demographics: Hommel Elementary serves a diverse student population including 27% African American, 64% Hispanic, 7% White, and 2% Other Races. The proportions of low-income families enrolled in the school is 93% compared to the state average of 59%. The percentage of ELLs enrolled is 49.4% compared to 18.5% in the state. A review of assessment data indicates economically disadvantaged and ELL students in Everman ISD are less likely to pass reading and math STAAR in 3rd through 8th grade, less likely to pass End-of-Course reading and math STAAR and graduate from high school, and less likely to enter college. Based on this data, the Hommel team designed a school plan to close achievement gaps by third grade. The plan is cohort based to implement reform activities progressively through grade levels. When Hommel students meet state standards in reading and math by 3rd grade, they will be ready to succeed in future grade levels, to graduate high school, and to enter postsecondary education. Needs Assessment: Everman ISD plans, implements, and evaluates school improvement initiatives through the District Wide Improvement Committee (DWIC). The district based team of stakeholders which consists of parents, educators, administrators, community members and educational partners is responsible for putting Board goals into action using Site Based Decision Making. Site-based decision making is a process for decentralizing decisions to improve the educational outcomes in the district through the collaborative efforts of participants. In this way, stakeholders will be part of each phase of the initiative. Each spring, the team works with an ESC 11 consultant to develop a comprehensive needs assessment. With guidance from the EISD leadership team, the DWIC uses student, school, and community data to identify student, campus, and district needs and to determine the root cause of each problem. In 2016-17, the committee found the number of third grade learners meeting state standards in reading and math was lower than expected. A study of highly predictive risk factors for dropping out of school, indicates students who do not pass 3rd grade STAAR have significant declines in ELA and math scores in 5th and 6th grade. The team determined the root cause of the problem to be lack of basic reading and math skills that translate into school failure. The team created district goals for increasing the number of students passing 3rd grade reading and math with a goal of improving academic achievement throughout elementary, middle, and high school. The DWIC will meet quarterly during the SRG project period. During the first three meetings, the team will review SRG implementation to determine if activities are being executed as planned and student

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 220-904

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.

scores to determine the impact on academic progress. During the final meeting, the DWIC will evaluate SRG program effectiveness. Based on data and feedback, the DWIC will identify needs and set annual goals for improvement for the upcoming school year. Effective components of the SRG plan will be integrated into the EISD Improvement Plan and Hommel Campus Improvement Plan. Meeting agenda and minutes will be posted after each committee meeting on the EISD website. In this way, school improvement goals and progress will be continuously monitored, improved, and reported to the board and community. Management Plan: The grant will be directed by the Assistant Superintendent for Curriculum and Instruction. The Hommel Elementary principal will lead the Site Based Decision Making Committee to develop a timeline for grant activities including assigning educators and staff, scheduling professional development PLCs and training, implementing dual language initiatives, implementing Marzano instructional strategies, coordinating parent information events, administering academic assessments, and assigning responsibilities for program reporting. The SRG Grant Shepherd will oversee day to day grant activities. Reading and Math Coaches will support teachers through Professional Learning Committee meetings, coaching sessions, and peer observations. The CIS counselor will monitor student social and academic progress and provide guidance sessions, coordinate campus leadership events, and conduct parent meetings. Implementation of grant activities will be reviewed by the Hommel SBDMC each nine weeks. The team will discuss concerns and provide recommendations and resources to 'stay on track' to meet the goal of increasing the number of at-risk learners who meet state standards in reading and math in 3rd grade and excel academically throughout school. Statutory Requirements: (1) The EISD District Wide Improvement Committee meets four times each year to set goals for improvement and specify budgets, curriculum, patterns in staffing, and professional development that are directly related to data-based needs and school organization. The district committee will provide support for Hommel in implementing the SRG plan including operational flexibility for innovative reform components. The EISD Federal Programs Director monitors schools receiving Title I funds to ensure district, state, and federal requirements are followed. The DWIC monitors progress of district and campus level improvement plans to ensure components are implemented successfully. The Assistant Superintendent of Curriculum and Instruction will oversee the review process to recruit, screen, select, and evaluate external partners as outlined in EISD board policy. The district administrator will work with the Director of Federal Programs to align resources such as Title I and State Compensatory Education resources to maximize use of grant funds. The administrator will ensure practices and policies outlined in the EISD District Innovation Plan provide sufficient operational flexibility to fully implement the SRG initiative. (2) The proposed SRG plan incorporates evidence based strategies including the DSSI leadership reforms; TEA Reading and Math Academies professional development; Gomez and Gomez Dual Language enrichment activities; and CIS student support. TEA requirements: (1) EISD expects each Hommel student to pass STAAR reading and math in 3rd grade. (2) Hommel Elementary will work with the TEA Division of System Support and Innovation to plan, implement, and evaluate a school redesign that responds directly to the unique needs of the campus. The Hommel Site Based Decision Making Team will monitor implementation of the plan and student success. The team will submit quarterly reports with recommendations for improvement to the District Wide Improvement Plan. The district based team will reject, revise, or approve recommendations and provide appropriate resources to provide continuous monitoring and improvement of the SRG. (3) The Hommel redesign plan will meet requirements of the *Turnaround* school improvement model. (4) The Hommel redesign will be a Phase-in Redesign model to enable the school to systematically meet the needs of students, educators, and the school in two cohort groups, grades PK-1 in Year 1, and grades 2-4 in Year 2. (5) The school redesign will provide operational flexibility through the approved EISD District of Innovation Plan. The plan will be edited and submitted for TEA approval as needed to fit the needs of continuous improvement. (6) EISD will use grant funds for implementation of the school redesign plan. (7) EISD will contract with the TEA Division of System Support and Innovation to support implementation of the school redesign. (8) Hommel Elementary will develop a recruitment incentive to identify and select high-capacity leadership teams with a track record of increasing student achievement in low-performing schools. DSSI and ESC 11 technical assistance will assist the school in locating teams with proven success in achieving school improvement in similar learning environments. Summary: EISD is committed to the RSG plan which will implement proven leadership models, curriculum and instruction programs, and student support initiatives to positively impact student achievement. Our district pledges to commit EISD staff, facilities and academic resources to implement the program and to leverage appropriate local, state, and federal funding to sustain the project. The SRG will empower Hommel Elementary to achieve the vision of each and every child finding success in school.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 220-904				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	\$	\$550,450	\$	\$550,450
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$51,000	\$	\$51,000
Schedule #9	Supplies and Materials (6300)	6300	\$	\$238,812	\$	\$238,812
Schedule #10	Other Operating Costs (6400)	6400	\$	\$16,200	\$	\$16,200
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$	\$
	Consolidate Administrative Funds				<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$	\$856,462	\$	\$856,462
Percentage% indirect costs (see note):			N/A	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$856,462	\$	\$856,462

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

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

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 220-904

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			\$	\$	\$
5	Project coordinator – Grant Shepherd	1		\$	\$140,000	\$140,000
6	Teacher facilitator			\$	\$	\$
7	Teacher supervisor			\$	\$	\$
8	Secretary/administrative assistant			\$	\$	\$
9	Data entry clerk			\$	\$	\$
10	Grant accountant/bookkeeper			\$	\$	\$
11	Evaluator/evaluation specialist			\$	\$	\$
Auxiliary						
12	Counselor			\$	\$	\$
13	Social worker	1		\$	\$70,000	\$70,000
14	Community liaison/parent coordinator			\$	\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)						
15						
16						
17						
18						
19						
20						
Other Employee Positions						
21	Math Coach	1		\$	\$110,000	\$110,000
22	Math Interventionist	1		\$	\$110,000	\$110,000
23	Title			\$	\$	\$
24	Subtotal employee costs:			\$	\$430,000	\$430,000
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay		\$	\$12,000	\$12,000
26	6119	Professional staff extra-duty pay		\$	\$15,000	\$15,000
27	6121	Support staff extra-duty pay		\$	\$	\$
28	6140	Employee benefits		\$	\$93,450	\$93,450
29	61XX	Tuition remission (IHEs only)		\$	\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$120,450	\$120,450
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$	\$550,450	\$550,450

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: 220-904			Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.				
Professional and Contracted Services Requiring Specific Approval				
Expense Item Description		Planning Cost	Implementation Cost	Total Budgeted Cost
6269	Rental or lease of buildings, space in buildings, or land	\$	\$	\$
	Specify purpose:			
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$	\$
Professional and Contracted Services				
#	Description of Service and Purpose	Planning Cost	Implementation Cost	Total Budgeted Cost
1	TLI External Consultant (2 year - \$1500/day, 8 days)	\$	\$12,000	\$12,000
2	DSSI External Consultant (2 year - \$1500/day, 10 days)	\$	\$15,000	\$15,000
3	ESC Region 11 Consultant (2 year - \$750/day, 16 days)	\$	\$12,000	\$12,000
4		\$	\$	\$
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
b. Subtotal of professional and contracted services:		\$	\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval: Texas Literacy Initiative training to meet grade level training needs based on data; Gomez and Gomez consultant training to meet dual language teacher training needs; Aleks math progress monitoring training; Writing program training.		\$	\$12,000	\$12,000
(Sum of lines a, b, and c) Grand total		\$	\$51,000	\$51,000

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:		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:	\$	\$238,812	\$238,812
Grand total:		\$	\$238,812	\$238,812

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: 220-904		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:	\$	\$	\$
6413	Stipends for non-employees other than those included in 6419	\$	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$16,200	\$16,200
Grand total:		\$	\$16,200	\$16,200

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 Funds

County-district number or vendor ID: 220-904

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	358	93%	Compared to 59% state average
Limited English proficient (LEP)	190	49.4%	Compared to 18.5% state average
Disciplinary placements	2	0.5%	Elementary campuses have low placement rate.
Attendance rate	NA	95.4%	
Annual dropout rate (Gr 9-12)	NA	NA%	

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

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

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
64	73	70	70	68	70									415

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Schedule #13—Needs Assessment

County-district number or vendor ID: 220-904

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.

The Everman ISD Board of Trustees sets goals for student learning at the beginning of each school year. To determine progress toward meeting these goals, the District Wide Improvement Committee (DWIC) conducts an annual needs assessment. ESC Region 11 provides technical assistance in using Texas Accountability Intervention System (TAIS) guidance to conduct the annual assessment. Review Data: The first step in the TAIS process is to establish trends in data using PEIMS; Texas Academic Performance Reports; Federal Accountability Data Tables; PK progress monitoring tools; TPRI, STAAR; report cards; attendance and discipline reports; educator observations; parent attendance at school events; parent surveys; staff development evaluations. In reviewing 2016 data, the team found the school district serves approximately 5528 students. The student population is approximately 43% African American, 51% Hispanic, and 5% White and 1% Other Races. The vast majority of students in the district (83%) live in low income housing and 27% are English language learners (ELL). Everman ISD academic data for 2016 indicates both economically disadvantaged and ELL student populations failed to meet district academic standards on STAAR reading and math in 3rd, 6th and 8th grade. To determine risk factors, the team reviewed student scores on the assessments administered in PK through 2nd grade at the district and campus levels. District PK students take the CIRCLE Progress Monitoring assessment and K-2nd grade students take the Texas Primary Reading Inventory three times each year. Beginning-of-Year (BOY) data indicates the majority of EISD students from low income homes where English is the second language enter kindergarten lacking language and math skills. End-of-Year (EOY) TPRI scores indicate gaps widen as learners progress through 1st and 2nd grade. By third grade, students who enter school with readiness deficits do not meet state standards on STAAR reading and math. The same students are most likely to fail English Language Arts in grades 6 and 8 and fall behind in credits in grade 9. Establish Priorities: The EISD Board of Trustees has established one goal and one purpose for Everman ISD—student success. Based on the needs assessment, the DWIC determined there is a need to redesign early literacy and math curriculum and instruction in the district. The team ranked the campuses from highest need to lowest need based on 3rd grade reading STAAR scores. The highest need school, Hommel Elementary, is a Focus campus serving 425 students in PK through 4th grade. The campus has been preliminarily identified as Improvement Required based on the 2016-17 accountability ratings. Hommel data indicates third grade students failed to meet state standards on STAAR reading (62%) and math (68%) in 2017. Based on the comprehensive needs assessment Hommel Elementary was selected for the School Redesign Grant (SRG) project. Set Goals: The Hommel Elementary SBDMT set five goals for the SRG pilot: Goal 1: Increase use of quality data; Goal 2: Improve the instructional program; Goal 3: Increase learning time; Goal 4: Increase parent and community engagement; and Goal 5: Improve school climate. Determine Strategies: The EISD Instructional Leadership Team and the Hommel Decision Making Team will work with the external provider, the TEA Division of System Support and Innovation to develop a Performance Framework that refines RSG objectives to improve student academic performance. The campus based team will align activities, personnel, funding, and timelines to each objective and revise the 2017-18 Campus Improvement Plan. In this way, the improvement plan will become the road map for the SRG Leadership Team to address areas of low performance and to meet identified needs. Adjust Plan: An important part of an effective improvement plan is the allowance for flexibility and adjustments to the plan as data reveals the need to make corrections. The Hommel SBDMT will meet four times each year to monitor student and program level data and to adjust grant personnel, resources, and timelines to meet performance measures. The District Wide Improvement Committee will meet annually to determine if project management and academic goals have been met and to develop the District Improvement Plan for the upcoming school year. Summary: The School Redesign Grant proposal was developed based on the EISD comprehensive needs analysis. With technical assistance from the DSSI, the district will develop a framework of targeted goals, objectives and action steps to guide project implementation. The campus based improvement team will monitor implementation of grant activities and stakeholder participation. The district based improvement team will evaluate the effectiveness of the program in meeting the district goal of student success on STAAR reading and math by 3rd grade. Subsequent district and campus improvement plans will be developed based on the SRG project evaluation. Together we will ensure we meet the EISD Board goal and purpose – student success.

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Schedule #14—Management Plan

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Assistant Superintendent for C & I	Certified TX superintendent with at least five years central office leadership experience. Duties include supervision of curriculum and instruction, career and technical education, K-12 education, multilingual services, and school improvement. The administrator will serve as Grant Director.
2.	SRG Grant Shepherd	Certified TX educator with credentials to teach elementary grades. Facilitator must have successful experience in conducting professional development; coordinating events; facilitating meetings; and supervising afterschool, intervention, and enrichment activities.
3.	CIS Counselor/ Social Worker	Qualifications include a college degree with coursework in psychology, human development, sociology, or a related field. Experience coordinating services for high need families and performing clerical duties in a public agency or school district. Bilingual candidates preferred.
4.	Literacy and Math Coach	Certified teacher with credentials to teach struggling students in reading or math. Coach must have successful experience in working with technology to improve achievement of high risk learners, coaching teachers, conducting peer observations, & administering student assessments.
5.	Teachers and Aides	Certified teacher with credentials to teach early childhood and elementary grades. Bilingual instructors preferred for classrooms serving English language learners. Instructors will be selected based on successful experience in the integration of technology to improve student achievement.

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

#	Objective	Milestone	Begin Activity	End Activity
1.	Implement portfolio review to create a Performance Framework and Action Plan.	1. DSSI portfolio data collection and disaggregation	08/28/2017	07/12/2019
		2. Data-driven campus decisions	08/28/2017	05/28/2019
		3. On-going communication	08/28/2017	05/31/2019
		4. Targeted instructional objectives in teacher plans	09/04/2017	05/31/2019
		5. Targeted reform objectives in CIP	09/04/2017	05/31/2019
2.	Conduct PD and evidence based instructional models to increase teacher quality.	1. TEA Reading & Math Academies training	06/04/2018	07/20/2018
		2. Reading and Math Coaches hired	08/28/2017	09/04/2017
		3. On-going Technical Assistance and PLC Coaching	09/04/2017	05/31/2019
		4. On-going informal and formal evaluation	09/18/2017	04/26/2019
		5. Gomez and Gomez & CIS support training	08/28/2017	05/31/2019
3.	Provide increased learning time to increase achievement in reading and math.	1. Reading and Math Interventionists hired	08/28/2017	09/04/2017
		2. Restructured schedule includes school day tutoring.	08/28/2017	09/04/2017
		3. Technology programs for practice at school & home	08/28/2017	09/04/2017
		4. Homework help program and partnerships	10/06/2017	05/31/2019
		5. On-going parent communication systems	09/04/2017	05/31/2019
4.	Implement positive behavior model to improve attendance reduce discipline rate.	1. CIS counselor contracted	08/28/2017	05/31/2019
		2. Positive Behavior training for teachers and students	10/06/2017	04/26/2019
		3. Increased Career exploration/enrichment events	10/06/2017	04/26/2019
		4. Increased attendance rates	06/01/2018	06/02/2019
		5. Decreased discipline incidents	06/01/2018	06/02/2019
5.	Provide operational flexibility to implement reform strategies in three grades per year.	1. Visionary principal leads site based decisions	08/28/2017	07/31/2019
		2. Grant Shepherd coordinates staff dev. and budget	08/28/2017	07/31/2019
		3. Cohort model implementation PK-1 and Gr 2-4	08/28/2017	08/24/2018
		4. Campus schedule for PD, intervention, enrichment	09/04/2017	08/24/2018
		5. Campus calendar for extended learning/enrichment	09/18/2017	08/24/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities

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occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 220-904

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.

Everman ISD is committed to working with technical assistance providers and community partners to implement innovative grant programs designed to inspire a passion for lifelong learning, to develop responsibility and character, and to achieve academic excellence. The district has a successful record of implementing innovative grant initiatives to support students in excelling in school and graduate from EISD ready to find gainful employment in a high demand career of the DFW metroplex:

1. **Early Childhood:** In 2010, EISD was awarded a PK Early Start grant. The research based program utilizes Big Day for PreK curriculum, CIRCLE hands-on activities, and CLASS progress monitoring to improve the cognitive, social, and academic skills of early childhood learners. Each EISD campus earned *Texas School Ready!* status in 2011. During the past school year, the district was awarded the High Quality PreKindergarten and the PreKindergarten Partnership grant. The funds enable EISD to partner with Head Start to offer full day PK classes to a higher number of Everman ISD learners and to provide the evidence based *Texas School Ready!* training to Head Start staff.
2. **Grades K-12:** In 2009, EISD was awarded the Texas High School Redesign grant. This project was successful in implementing school improvement reforms at Joe C Bean High School. In addition, the campus worked with Baxter Jr. High School to utilize Algebra Readiness grant funding to review and revise curriculum and to introduce improved instructional practices in 8th grade mathematics and Algebra 1 classes. As a result of redesign efforts, the high school campus moved from a low performing school to being recognized in 2016 as one of the "Best High Schools List" by US News & World Report.
3. **College Entrance:** EISD opened the Everman Collegiate High School in 2014 to increase the number of students graduating from high school and entering college. EISD opened the Everman Collegiate High School. The Early

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Schedule #15—Project Evaluation

County-district number or vendor ID: 220-904

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.	Established system for school improvement planning- CIP/Performance Framework	1.	Campus Performance Framework of strategic planning actions published.
		2.	% Campus stakeholders trained in portfolio review strategies.
		3.	Targeted reform objectives in Campus Improvement Plans.
2.	Improved student performance – CLI Engage, TPRI (BOY & EOY administration)	1.	% of PK-2 students met Reading standards, % of all compared to prior yr.
		2.	% of PK-2 students met Math standards, % of all compared to prior year.
		3.	Increase in PK-2 achievement scores from BOY to EOY administration.
3.	Improved student performance- STAAR 3 rd /4 th grade reading&math (prior year)	1.	Increase in % 3 rd /4 th students met Reading standards compared to prior yr.
		2.	Increase in % 3 rd /4 th students met Math standards compared to prior year.
		3.	Increase in % all students who met both standards compared to prior year.
4.	Improved student and family engagement- attendance prior year and current year	1.	Increase in # CIS sessions and % student attendance compared prior year.
		2.	Increase in # events and % family attendance compared to prior year.
		3.	Decrease in % student discipline rates compared to prior year.
5.	Improvement in educator effectiveness, retention - TTESS (2016,2017,2018)	1.	% increase in rating on PDAS domains, TAP performance standards.
		2.	Increase in % of teachers with more than 5 Years of Experience.
		3.	Increase in % of teachers with content area credential or degree.

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

The SRG Grant Shepherd will oversee the data collection and problem correction tasks of the grant under the supervision of the the EISD Assistant Superintendent of Curriculum and Instruction who will serve as SRG Director. The Hommel Site Based Decision Making Team (SBDMT) will serve as the SRG Leadership Team during the grant period. The committee which includes parents, educators, community members, and business partners will meet with the Division of School Success and Innovation to develop a Performance Framework for the SRG plan. The Performance Framework will include objectives to address school quality, parent demand, and neighborhood needs. The resulting framework will list targeted goals and objectives correlated to a timeline of action steps. Program-level data: The SRG Director will monitor project activities throughout the grant period to determine the extent to which the activities of the project were implemented as planned. The director will create a SRG calendar depicting District Wide Improvement Committee (DWIC) and Site Based Decision Making Team (SBDMT) meetings, professional development training, workshops, student assessment schedules, and recruitment activities. The director will ensure documents including the annual EISD Professional Development schedule, Human Resources Recruitment and Hiring Handbook, and the EISD Teacher Pay Scale are updated to include recruitment incentives. Changes will be placed on the agenda of Board of Trustees meetings for approval. An SRG sign-in sheet will be provided at each grant meeting or event. Each quarter, the SRG Leadership Team will determine progress toward implementation of activities using the framework. The timeline and activities will be revised by the team based on data and feedback. This will allow problems to be identified and addressed in a timely manner. Student-level data: The SRG Director will oversee the evaluation of student performance results to determine the impact of the project activities on academic success. The evaluation plan will include the program goals and objectives, evaluation method and tools, indicators of success, and data collection dates. Data will be collected at the end of the fall semester using Middle-of-Year data from CIRCLE Progress Monitoring and TPRI for PK-2nd grade, and benchmark data from STAAR for grades 3 and 4. Reading and Math Coaches will work with educators to analyze student, subgroup, class and grade level data at Professional Learning Community meetings. Educator recommendations for revisions to grant milestones and action steps will be developed by the Hommel SBDMT based on student data and educator feedback. Recommendations will be denied or approved by the DWIC. Strategic review will allow student performance concerns to be identified and addressed in a timely manner. The process will be repeated at the end of the year. The resulting SRG plan will be implemented through district and campus improvement plans.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220-904

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.

Hommel Elementary School is a Focus school that has been preliminarily identified as *Improvement Required* campus based on 2016-17 accountability scores. Based on TEA requirements, the campus leadership participated in a Focus school support services event at Education Service Center Region 11 (ESC 11). The school improvement consultants worked with the Hommel Team to develop the Hommel Elementary Campus Improvement Plan (CIP) which includes instructional interventions for reading and math. The service center has access to the improvement plan.

The Hommel Site Based Improvement Team will serve as SRG Leadership during the grant project. The School Redesign Grant (SRG) will enable the campus to contract with the Division of System Support and Innovation (DSSI) to review and enhance implementation of the current Campus Improvement Plan. DSSI consultants will work with Hommel Elementary to establish portfolio review to monitor school performance, neighborhood needs, and parent demand and determine strategic actions to be taken at the campus. Everman ISD will hold a workshop during inservice facilitated by DSSI technical assistance to train the Site Based Decision Making Team to conduct portfolio review. During training, the team will use the data to:

- prioritize goals and objectives on the Campus Improvement Plan using the portfolio data;
- develop a local school Performance Framework; and
- create a Performance Framework Action Plan that includes objectives, evidenced based action steps, and expected outcomes.

The technical assistance provider from DSSI will facilitate each SRG Leadership Team work session. ESC 11 consultants will participate in activities including finalizing the Hommel SRG Performance Framework and Action Plan.

Once the implementation plan is completed, the DSSI technical assistance will work with Hommel Elementary and Everman ISD leadership to develop the capacity to successfully implement the project. Restructuring a campus often involves redesigning budget, staffing, and curriculum systems. The DSSI technical assistance consultant will work with the district and campus to develop a two year grant calendar that includes:

- milestones and deliverables for accomplishing goals in PK-1st grade (Year 1) and 2nd-4th grade (Year 2);
- campus events to involve parents, community members, and business partners in achieving project goals;
- Hommel Elementary dates to conduct assessments, observations, and portfolio review; and
- SRG Leadership Team meetings to review data, obtain feedback, and adjust implementation.

The Grant Shepherd will be responsible for coordinating the day-to-day operations of the School Redesign Grant. The SRG leader will ensure milestones are achieved and deliverables are accomplished. The Shepherd will work with the Hommel Principal and Executive Director of Elementary Curriculum to ensure assessments, observations, and portfolio reviews are conducted on time and in the manner established by the SRG team. Hommel educators including teachers, Reading and Math Coaches, and Reading and Math Interventionists will use the information to implement the SRG plan with a focus on building local capacity to empower families, educators, and community stakeholders

The Hommel Elementary Site Based Improvement Committee will meet four times during the year. The team will use the Campus Improvement Plan and Performance Framework to review student data and educator feedback, hear recommendations from campus stakeholders, and make needed adjustments to the Action Plan to meet stated goals. At the end of each year, the committee will draft a new Campus Improvement Plan to be reviewed and approved by the District Wide Improvement Committee. The SRG Team will use the approved plan to create grant Performance Action Plans.

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

County-district number or vendor ID: 220-904

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.

If awarded funds under the School Redesign Grant opportunity, Everman ISD (EISD) will meet all requirements for monitoring Title I funds. EISD employs a Director of Federal Programs and Professional Development. The administrator works with Texas Education Agency guidance to provide technical assistance to campuses and ensure Title I funds are designated and used appropriately for school improvement.

Planning: The Grant Director works is a member of the District Wide Improvement Committee. The committee conducts a comprehensive needs assessment and develops an annual Everman ISD District Improvement Plan which documents district goals, objectives, and activities to be implemented to achieve school improvement. The plan includes personnel assigned and funding sources to be utilized for implementation. The Federal Programs Director ensures use of Title I funds in the District Improvement Plan meets federal guidelines. Once approved by the Board of Trustees, the EISD Goals for the District Improvement Plan serves as a common vision for all district campuses. Each Site Based Decision Making Team, then utilizes campus data and information to develop a Campus Improvement Plan. Using this annual process, the Director of Federal Programs works with Hommel Elementary leadership to ensure Title I funds are used properly.

Monitoring: The EISD Finance Office routes each campus Purchase Order (PO) with Title I requisition numbers to the Director of Federal Programs and Professional Development for review before approving the request. Hommel Elementary also submits quarterly progress and annual reports to the Director of Federal Programs to monitor the use of funds.

Documentation: The Director of Finance oversees monitoring of documents including the campus budget and purchase orders. The Director of Finance also is responsible for meeting Title I fiscal compliance requirements including documentation of the EISD policies and procedures for purchasing, time and effort, and payments for contracted services. The director also maintains records of equipment inventory for items with a useful life greater than 1 year, inventory reconciliation, and equipment disposition.

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.

Everman ISD (EISD) Human Resources department will work with grant leadership to implement a rigorous review process to recruit, screen, select and evaluate the external service providers contracted with to implement the School Redesign Grant (SRG) plan.

Recruitment: Everman ISD leaders will work with The Texas Center for District and School Support (TCDSS) at Education Service Center (ESC) Region 13 to develop a network of technical support specialist from across the state based on prior success in positively impacting student achievement in low achieving schools. The SRG Leadership Team will work with the EISD Assistant Superintendent for Curriculum and Instruction and the Executive Director of Elementary Education to create conditions to attract high quality external partners. Recruitment strategies considered will include providing appropriate consultation fees and travel expenses, flexible timelines for consultation, and district facilities and technology tools for conducting training. The RSG budget includes adequate funding to support ongoing participation of the external partner during the duration of the project period. These components will be used to recruit a pool of qualified applicants.

Screening: The SRG Leadership Team will utilize Texas Center for District and School Support (TCDSS) guidance and EISD Human Resources policies for screening external providers to ensure a transparent and fair process. The campus SBDMT will conduct an interview with the external provider. Lead by the Hommel principal, the team will articulate the goals, objectives, milestones and deliverables of the SRG project as well as the criteria for the evaluation of project effectiveness. The hiring process will include checking references to determine expertise and experience in providing technical assistance such as system and educator support, ongoing professional development, and reporting and evaluation methodologies. In this way, the SRG Leadership team will find the most qualified external providers with a proven record of success in working with schools to implement effective reform.

Selection and procurement: Everman ISD Human Resources Handbook procedures and policies will be used to negotiate and execute a contract that outlines roles and responsibilities of the external partner and district, and to specify conditions for termination or modification of contracted services. Payment will be made to external consultants based on EISD policies which are aligned with state and federal guidelines.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

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

The Grant Shepherd will work with the district administrators, campus principal, and School Redesign Grant Leadership Team to manage the grant program and ensure existing resources and facilities will be used and managed to maximize the effectiveness of grant funds. The district will use federal, state, and local resources to support implementation of the innovative instructional program: Community Partnerships: Grant programs established a technology lending program, Communities in Schools support models, Language other than English programs, an early college high school campus, adult literacy classes for families served by the district, etc. The School Redesign Grant program will utilize these established partnerships to recruit members of the planning team and to maintain community support and business partnerships to support the initiative. Staffing: Hommel Elementary will use local, Title I, and State Compensatory Education funds to employ an Instructional Coach, a Math Interventionist, and a Reading Interventionist in the 2017-18 and 2018-19 school years. Consequently, grant funding will be responsible for only one Literacy Coach to implement the innovative instructional plan. Family Engagement: Everman ISD was recently awarded a Texas Education Agency PreKindergarten Planning grant. The grant will enable Hommel Elementary to partner with Head Start to offer a full day program to PK students that includes Head Start Family Engagement staff. This will enable the campus to use funds to focus on additional family engagement services such as employing a CIS Social Worker to increase student guidance and support. Curriculum and Instruction: Hommel Elementary teachers will attend the Reading and Math Academies presented at the Education Service Center (ESC) Region 11. The academy training and instructional materials provided at no cost to the district will provide an evidence based curriculum and instructional practices for K-5th grade educators. PreKindergarten educators will utilize Big Day for PK! Curriculum provided to the district educators through TEA Instructional Materials Allocations and to Head Start educators through TEA PreK Planning Grant funding. The Director of Finance will work with the Grant Shepherd and RSG Leadership Team to assist in proper resource management to ensure federal, state, local and grant monies are coordinated in ways that establish and sustain grant priorities. The administrator will also be responsible for processing and maintaining accounting data, grant transactions, and preparing and submitting financial reports as required by TEA.

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.

Everman ISD replaced the building principal in the spring of 2017. The district will grant the new principal sufficient operational flexibility to fully implement a comprehensive approach to school improvement that substantially improves student achievement. Leadership That Drives School Improvement: Technical assistance partners will assist the planning team in redesigning the instructional model and developing a Hommel Elementary system for assessment, professional development, purchases of materials, family engagement, and evaluation. External consultants will work with the SRG team to create campus practices and policies to bring about purposeful and focused change to the existing instructional program. The SRG Leadership Team lead by the principal will have the operational flexibility to hire external consultants, determine roles and responsibilities of each leader, and to manage operations of the systems developed. Educator Effectiveness Leading to Improved Student Outcomes: Math and reading coaches, interventionists, and a social worker will work with campus educators to implement the revised instructional program and support the new campus culture that promotes high expectations and high achievement. The principal will have the ability to make crucial staffing decisions to ensure the instructional model is implemented as planned. Principal based staffing decisions include hiring campus educators, Instructional Coaches and Interventionists, the CIS Social Worker. Family and Community Engagement: The SRG will conduct a portfolio review during the first month of the 2017-18 school year. The team will use information from the review to build a family engagement program that builds the capacity of families and community members to support the SRG initiative. The principal will have operational flexibility to implement new community engagement programs on the campus during the school year based on recommendations of the committee. Calendar: The Hommel Elementary campus calendar will be reviewed and revised to provide more time for targeted reading and mathematics teaching and learning. The principal will have the ability to change the calendar and the school schedule to meet the needs of intervention and enrichment classes held during the school day. Budget: Everman ISD ensures the principal has the authority to alter budgets to implement the SRG plan and recommended reforms based on quarterly and annual reports of program management and student performance.

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

County-district number or vendor ID: 220-904

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.

The Hommel Elementary School Redesign Pilot will rely on technical assistance from experts in their field who will use evidence based strategies to develop and implement the innovative reading and math models and to continuously monitor project and student progress. **Develop and Implement Reading Model:** Hommel Elementary will contract with the University of Texas Children's Learning Institute (CLI) and Education Service Center Region 11 (ESC 11) to implement a research based reading model proven to improve student achievement in reading. Under the leadership of the Assistant Superintendent for Curriculum and Instruction, the Hommel Elementary Site Based Management Team will study the Texas Literacy Plan (TLP) while the grant is under review. If awarded, the team will contract with CLI consultants to utilize TLP strategies to develop a *Hommel Literacy Line* that provides instructional and programming alignment for language, pre-literacy, and literacy development in Prekindergarten (PK) through 4th grade. The literacy line will include sequential reading skills, instructional best practices, socio-emotional supports, resources for intervention and publishing, and strategic parent and community engagement recommendations for each grade level. Prekindergarten teachers and Head Start teachers will attend CIRCLE training presented by Children's Learning Institute consultants. Kindergarten through 4th grade teachers will attend Reading Academies at ESC 11. The Reading Academy training developed by the Meadows Center for Preventing Educational Risk provides research based strategies for improving skills in five areas of reading. Teachers will also attend Gomez and Gomez Dual Language Enrichment Model to provide enriched language and literacy experiences that develop high level thinking skills. A Reading Coach will be hired to support teachers in implementing strategies learned during training. The Reading Coach will work with teachers to utilize Texas Literacy Initiative resources including the Texas Literacy Plan Online Course, the The Texas Education Agency (TEA) English Language Arts and Reading website, Write for Texas, and the Early Education of Children in Texas website. The campus will also hire a Reading Interventionist. The interventionists will provide one-to-one and small group intervention for struggling readers. The reading specialist will also work with teachers and students to utilize Read Naturally to advance reading fluency and comprehension skills at school and to extend access to reading practice activities at home. The ongoing support of specialists using evidence based training and tools to engage learners and teachers in exploring ideas and creating new information will result in improved student and school success. **Develop and Implement Math Model:** Hommel Elementary will utilize the TLP Literacy Line strategy to develop a vertically aligned instruction and programming in mathematics. The *Hommel Math Matrix* will include sequential math skills, instructional best practices, electronic intervention programs, and strategic parent and community engagement recommendations in a developmental sequence from PK to 4th grade. Prekindergarten teachers and Head Start teachers will attend CLI math training presented by Children's Learning Institute consultants. Kindergarten through 4th grade teachers will attend Mathematics Academies at ESC 11. Texas Education Agency Math Academies consist of three to five days of collaborative, research based professional development. The Academies are designed to enhance teachers' knowledge and skills so they can effectively teach students to achieve mathematical proficiency. The academy will deepen teachers' understanding of effective and systematic instructional practices in mathematics which teachers can use to help students a strong foundation of number sense and fluency, and to develop problem solving capabilities. A Math Coach will be hired to support teachers in implementing strategies learned during training. The Coach will work with teachers and students to use data to inform decisions, use instructional best practices that enable students to visually manipulate and apply math skills, and to create new math problems and solutions based on learning. The campus will also hire a Math Interventionist. The math specialist will provide one-to-one and small group intervention for struggling math students. The specialist will also work with teachers and students to utilize the Aleks electronic math program which provides practice of math skills individualized to each learner's mastery level. This evidence based tool will be used to extend learning time in school and at home. **Monitor Progress:** The Reading and Math Coaches will work with Professional Learning Communities to use the Texas Literacy Initiative LASER model which consists of six essential components: Leadership, Assessment, Standards-Based Instruction, Effective Instructional Framework, Reporting and Accountability, and Sustainability. Each component of the LASERS framework contains a set of key action steps at each grade level to achieve the goal of aligning explicit and systematic literacy and math learning across grade levels to improve student achievement. These will become part of the School Redesign Grant (RSG) Performance Framework. The campus will contract with ESC 11 reading consultants to provide ongoing training for coaches, to continuously use data to inform instruction, and to monitor implementation of Action Steps on the SRG Performance Framework.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220-904

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.

The Texas Workforce Commission projects approximately 90% of high demand occupations created in Texas in the next five years will require some type of postsecondary education. Increasing the number of students who enter and earn a degree in college is critical to our state's economic growth and global competitiveness. Texas State Data Center reports show students from low income homes are less likely to graduate from high school ready to attend college and highly unlikely to complete one year of postsecondary education. This is important since the majority of learners in Everman ISD are economically disadvantaged and the number increases annually. Student success or failure is a gradual process that starts as early as elementary school, and that there are a number of factors that contribute to whether a student graduates prepared to enter postsecondary education or training. Texas Academic Performance Report data indicate that students who are least skilled in reading by the end of the third grade are less likely to meet state standards on Reading and Math sections of STAAR and to graduate on the Recognized or Distinguished graduation plan.

EISD Vision for improving low performing schools: Everman ISD has one vision for students – each and every student will succeed. EISD's theme for the 2016-17 school year was, "Together... We Are Taking It to the Next Level". The statement challenges students, parents, and educators to step up and challenge each other to ensure our students are prepared to compete globally in the 21st century. Based on this vision, innovative instructional programs have been established to meet the needs of the diverse student population at four secondary campuses: Charles Baxter Jr. High School, Everman Joe C Bean High School, Everman Early College High School, and Everman Academy High School. Each campus offers graduation plans beginning in 8th grade that include Texas Foundation Program courses to earn a high school diploma as well as dual credit courses toward a college degree or technical credit courses toward an industry certification. Community partners including Tarrant County Community College, the United Way of Tarrant County, and Communities in Schools of Tarrant County work with EISD to provide academic and social courses and support to implement the high expectation, high achievement high school programs. Each school has been successful in raising student achievement and school accountability ratings. The School Redesign Grant Pilot extends the innovative instructional program strategy to target PK through 4th grade learners at Hommel Elementary to ensure all students read on grade level by third grade and pass reading, math, and writing sections on STAAR by fourth grade.

Strategy for increasing the number and percent of students in higher-rated schools: Everman ISD transforms low performing schools into high expectation, high achievement campuses based on three evidence based strategies: *EISD Strategy 1: Utilize technical assistance to increase use of quality data and transform campus leadership structures.* SRG Pilot Strategies: Contract with Great Schools System technical assistance network to provide ongoing high quality professional development on using portfolio review to focus school improvement on student, family, and school factors. Work with technical assistance to develop evidence based programs for reading and math and include components in curriculum documents. Utilize a curriculum management system to manage data, curriculum, professional development, assessment, and evaluation components. Implement the Literacy Line and Math Matrix to increase student success in reading and math. Utilize benchmark and summative assessment to inform instruction and monitor student progress. *EISD Strategy 2: Improve student achievement and increase college readiness by building the capacity of campus educators.* SRG Pilot Strategies: Require teachers to attend Reading and Math Academies presented at ESC 11. Identify and hire Reading and Math Coaches to train and mentor teachers to use content and practices learned in Academies to present innovative instructional model. Provide ongoing support through PLC training, job embedded coaches, and online learning to develop educators who are instructional leaders in reading and math content and instructional strategies. Monitor unit assessment results to implement curriculum and instruction enhancements. Hire Reading and Math Interventionists to provide additional teaching and learning time for struggling learners. Utilize T-TESS evaluation system including walk-throughs and classroom observations to support educator improvement. *EISD Strategy 3: Improve campus climate through social and emotional supports.* SRG Pilot Strategies: Employ a Communities in Schools social worker to track student progress using academic data, attendance records and discipline reports. Schedule classroom, group and individual sessions within the school day to provide guidance and improve student success. The EISD Counselor will work with teachers to implement incentive programs, and parental involvement activities to foster student engagement and school attachment. The CIS social worker will work with the campus counselor to implement homework support, mentoring activities, and college and career exploration events. Parents and community members will be recruited to implement these activities that promote a positive school culture.

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

County-district number or vendor ID: 220-904

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.

Hommel Elementary will implement a supported school redesign plan that has been developed to meet the unique needs of the campus. Goal 1: Increase use of quality data. Under the direction of the Assistant Superintendent for Curriculum and Instruction, the Hommel Elementary Site Based Decision Making Team (SBDMT) meets each year to use the Texas Accountability Intervention System process to conduct a comprehensive needs assessment and develop a Campus Improvement Plan (CIP). The committee is comprised of parents, community members, and campus educators. The team collects demographic and student performance data from TAPR and PEIMS reports. Committee members feel there is a need to establish a process for securing perception data to ensure stakeholder perspectives are considered and addressed. Hommel Elementary will contract with the System of Great Schools Technical Assistance Network to implement a portfolio system three times annually. The SRG Team will use the CIP and portfolio data to develop a Performance Framework and Action Plan for grant implementation. Portfolio data will also be used annually to develop the CIP. Goal 2: Improve the instructional program. Scores of Hommel Elementary students fall short of district expectations and state performance standards. Data trends over the past 3 years indicate no significant improvements over time in these content areas. The percentages of students meeting 2015-16 STAAR standards are shown below:

	Grade Level	Hommel	Everman ISD	Texas
Reading	3 rd Grade	62%	68%	73%
	4 th Grade	48%	77%	75%
Math	3 rd Grade	68%	67%	75%
	4 th Grade	53%	72%	73%

A review of educator years of experience for the reading and math teachers in grades PK through 4th indicates 46% are new teachers or have less than five years of experience. An audit of past leadership indicates the teachers use their textbook to teach reading skills and only 32% have attended professional development in the targeted content areas. Based on the needs of the campus, Hommel Elementary will hire teachers with experience and training utilizing incentive pay to recruit the most qualified applicants. Educators will be required to attend the Reading and Math academies at ESC 11. The campus will hire a Reading and a Math Coach and contract with the ESC for ongoing support. Professional Learning Communities meetings will be implemented to plan and share ideas. Goal 3: Increase learning time. Intervention is currently conducted before or after school at Hommel Elementary. Attendance rates in tutoring sessions have been less than 82% due to extra-curricular responsibilities of students, bus schedules, and other family scheduling and transportation issues. Another issue that has been documented is students who spend time in after-school tutoring do not complete homework assignments at the same rate as other learners. Based on the need for students to spend quality, extended time in targeted core courses, the campus will hire a Reading Interventionist and a Math Interventionist. The academic schedule for each grade level will be modified to include time for intervention classes during the school day. In addition, the Counselor will work with each grade level to hold Parent Engagement Meetings to explain academic requirements, intervention schedules, enrichment activities, and College to Career events. A math program will be purchased to provide individualized practice of skills with interventionists, homework helpers, and parents. Community members will be recruited at the events to serve as Homework Helpers for students and to sponsor College to Career events. Goal 4: Increase parent and community engagement. Provide operational flexibility to implement reform strategies in three grades per year. Struggling learners at Hommel Elementary who have a grade or C or lower report card grade in reading have a higher absentee rate than their peers. In addition, these students have more reported discipline incidents than students who are finding success in Reading. To support positive behavior and school success, the campus will contract with Communities in Schools to hire a social worker. The CIS Counselor will monitor attendance, discipline data and grades; conduct group and individual leadership and Positive Behavior sessions; train teachers to support counseling using Positive Behavior strategies; and hold "Success Celebrations" for students and educators who meet personal and academic goals. Goal 5: Improve school climate. 93% of learners in Hommel Elementary The turnover rate for educators at Hommel Elementary is 24%. A new principal was hired for the 2017-18 school year. The SRG grant will allow the principal to work with the SBDMT to hire a Grant Shepherd; recruit qualified teachers; and design a budget, campus schedule, and calendar to support implementation of the innovative Reading and Math programs. The implementation plan promotes students, parents, educators, and community members to become school leaders who are empowered to cultivate and achieve excellence.

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

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

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

☐ Restart☒ Turnaround☐ Closure/Consolidation

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

The Leadership Team is responsible for reviewing data and information to select a school redesign model that has the greatest potential to dramatically improve student achievement at Hommel Elementary. There was a 5 step process: **STEP 1: Examine Model Components:** The Assistant Superintendent for Curriculum and Instruction developed an explanation of the Restart, Turnaround, and Closure/Consolidation models. At this point, the district eliminated the Closure/Consolidation model. Everman is a proud community that values neighborhood schools and there are no elementary schools with room to accommodate Hommel students within reasonable proximity to the school. **STEP 2: Develop school profile:** Everman ISD serves a diverse student population that includes approximately 43% African American, 51% Hispanic, and 6% White or Other Races. The vast majority of students in our district (83%) live in low income housing with both parents working to support the family. During important developmental years, many of these learners do not have access to educational resources and experiences that lead to success in school. Educational research indicates students who read on grade level by third grade are more likely to pass other core subjects, graduate from high school, and attend postsecondary education or training. Based on this information, the team examined trends in PK-3 reading scores and found no significant gains in achievement rates for the past three years. An examination of 3rd grade math and 4th grade writing scores showed the same trends. The principal reviewed the curriculum programs and instructional strategies used to improve these subjects and found teachers were using multiple programs across grade levels. There was no continuum of learning for students. The Executive Director of Elementary Education presented research in the improvement of reading and math for PK-4th grade learners. The new principal determined a lack of explicit literacy instruction that systematically spans grade levels from PK through 4th grade to be root cause of the problem and most important reform for the campus. Limited reading skills negatively impact achievement in math, social studies, and science with the most significant impact in mathematics scores. Consequently, the team determined additional learning time for reading and math teaching and learning would be key to program success. The team expressed the importance of this learning taking place at school and at home. **STEP 3: Determine Best Fit Model and Partners:** Based on the review, the model components and school profile, the team determined the Turnaround model would be the best redesign model. The Asst. Superintendent presented external partner profiles to support the school redesign process. They selected the TEA System of Great Schools (SGS) Network as technical assistance. This provider was chosen because of the SGS focus on supporting educators to take ownership in "turning around" the campus, SGS portfolio review for determining family needs and developing programs to increase family engagement, and SGS strategies for moving the campus and district operations to support the redesign process. The team also determined the redesign initiative would be implemented in a cohort model – PK through 1st grade in Year 1, and 2nd through 4th grade in Year 2. They identified TEA Reading and Math Academies as the foundational curriculum and instruction program for each grade level. The team also recommended hiring a Reading Coach, Math Coach, Reading Interventionist, and Math Interventionist to support educators. The committee identified ESC 11 Reading and Math consultants as external assistance providers to train and mentor coaches, interventionists, and classroom teachers. **Step 4: Define Roles/Set Expectations:** The team determined the goals, objectives, action steps, milestones and deliverables, and expectations for the redesign project. This included determining persons responsible for campus implementation. The team reviewed curriculum, leadership, and operation systems developed to restructure the High School campus into an ECHS which will be used to implement the Hommel turnaround initiative. In addition, the team brainstormed educational partners from the community who would have the resources to support students, families, and educators during the implementation of each model. **Step 5: Execute the plan:** The final step will be to redesign the campus using the Transformation model which fits the student needs, context, and culture of the community and school.

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

County-district number or vendor ID: 220-904

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.

The Hommel Elementary Leadership Team determined a lack of explicit literacy instruction that systematically spans grade levels from PK through 4th grade to be the root cause of students failing to meet state standards on STAAR. Limited reading skills negatively impact achievement in math, social studies, and science with the most significant impact in mathematics scores. Consequently, the leadership determined the focus of school reform would be the implementation of explicit and systematic reading and math programs proven to improve student achievement for young learners. Because the complex process of vertically aligning skills across six grade levels is key to program success, the team selected the Phase-in Redesign implementation plan. Grades PK-1: Hommel Elementary will partner with Head Start to serve all PK students in the campus attendance zone during the 2017-18 school year. All early childhood educators will attend *Texas School Ready!* training at ESC 11. Hommel Elementary Kindergarten and 1st grade teachers will attend Reading Academies training during the summer of 2016 or 2017. Literacy materials to support implementation of the TLI model will be purchased for all grades. A Reading and Math Coach will be hired to oversee Professional Learning Community (PLC) meetings in each grade level weekly. During meetings the Coaches will review targeted content and skills and model explicit instructional strategies to support PreK Guidelines and TEKs content and increase student learning. Prekindergarten learners will be assessed using the CIRCLE Assessment System on CLI Engage. iPads have been purchased for Hommel Elementary PK and Head Start teachers to access the electronic assessment. PK through 1st grade students progress will be assessed three times annually using the Texas Primary Reading Inventory (TPRI) or Tejas Lee. SRG grant funds will be used to iPads for teachers of Kindergarten and 1st grade to electronically administer the electronic assessments. Reading and Math Interventionists will provide extended learning sessions and introduce students to technology practice programs. PK-1 Cohort meetings will be held the first week of school to review student data and each nine weeks to disaggregate data, gain educator perspectives, and review information from parent/community engagement initiatives. All stakeholders will be expected to attend including parents, campus administrators, early childhood specialists, teachers, Head Start directors, PK aides, campus and public librarians, and community partner representatives. The May meeting will be held to evaluate the SRG program and to make recommendations for the SBDMT to consider in drafting the Campus Improvement Plan that will be used to sustain effective components of the reform program during the 2018-19 school year. Grades 2-4: In year 2 of the SRG Pilot, the implementation plan will shift attention to implementing the program in 2nd through 4th grade. Teachers of these grade levels will attend TEA Reading and Math Academies training during the summer of 2017. Literacy materials to support implementation of the evidence based reading and math model will be purchased for 2nd through 4th grades. The Reading and Math Coach will Professional Learning Community (PLC) meetings in each grade level weekly. During meetings the Coaches will review targeted content and skills and model instructional strategies to support rigorous TEK content and standards. 2nd grade student progress will be assessed three times annually using the TPRI or Tejas Lee. 3rd and 4th grade students will take STAAR benchmarks in December and the STAAR in the spring. Reading and Math Interventionists will provide extended learning sessions and introduce students to technology practice programs. SRG grant funds will be used to purchase laptops for students in 2nd through 4th grade to access technology programs that extend learning time in school and at home. A lending library for technology and media will be established to promote reading and math practice at home. 2-4th Grade Cohort meetings will be held the first week of school in 2018 to review student data and each 9 weeks to disaggregate data, gain educator perspectives, and review information from parent/community engagement initiatives. A homework help and Big Brother Big Sister mentoring program will be established. All stakeholders will be expected to attend including parent representatives, administrators, Hommel media specialists, and BBBS representatives. Summary: The proposed school reform model includes revised systems for data use, professional development, reading and math instruction, extended interventions, homework help services, a mentoring program, and academic events. Phasing in the program in three grades each year will enable the school to develop instructional and programming systematically to increase reading and math achievement at each grade level.

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

County-district number or vendor ID: 220-904

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.

Everman ISD is a District of Innovation. The EISD District of Innovation (DOI) plan was submitted to TEA for final approval on March 7, 2017. The DOI gives the district flexibilities available to Texas open enrollment charter schools. The plan submitted includes:

- The elimination of unequal grade report periods and unequal semester schedules.
- The equitable completion of the first semester prior to the holiday break.
- The alignment of calendar with the STAAR/EOC timelines.

Everman ISD extends these operational flexibilities to the campuses to empower them to create programs that meet the needs of the campus learners. This makes the District of Innovation plan the most favorable for implementing the School Redesign Grant Pilot. The Hommel Elementary principal will work with the Site Based Decision Making Team to use the District of Innovation flexibilities to:

- ✓ extend the campus calendar to include summer programs,
- ✓ extend the school day to conduct interventions during the school day,
- ✓ establish an independent staffing policy that includes a Reading Coach, Math Coach, Reading Interventionist, and Math Interventionist,
- ✓ establish an incentive program to recruit, hire, and sustain high quality Reading and Math teachers,
- ✓ redistribute budget allocations to implement the Performance Framework Action Plan including ongoing Reading and Math professional development and materials and technologies to support the Reading and Math Academics instructional model,
- ✓ redistribute funds to ensure the school receives ongoing, intensive technical assistance for the System of Great Schools Technical Assistance Network.

EISD will support the redesign efforts to increase academic success for all students at Hommel. Through autonomous governing of the campus, school leadership has the ability to make the decisions that will raise student expectations and substantially improve student achievement outcomes.

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

County-district number or vendor ID: 220-904

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 Hommel Campus Improvement Committee (CIC) developed a Campus Improvement Plan during the spring of 2017. The plan focuses on improving reading and math achievement at each grade level to meet state standards in 3rd and 4th grade STAAR. The campus plan includes goals, objectives, personnel required, timelines, and expected outcomes based on meeting seven Critical Success Factors proven to positively impact school improvement. In June, a School Redesign Grant (SRG) planning team reviewed the campus plan and determined it is not necessary to use a year of planning to outline systems and process to achieve school improvement; however, grant funds are needed to put the expand the existing plan and to put it into into action. **CSF 1 Improve Academic Performance:** The CIC identified TEA Reading and Math Academy curriculum and instruction strategies be used to improve teacher content knowledge and use of best practices. The CIC determined extended learning time during school for reading and math is the most effective intervention based on nine weeks test data from the 2016-17 school year. Also, the team found technology based systems for extending learning time at home have the greatest impact on economically disadvantaged student performance. The plan recommends purchasing technology based reading and math programs that include essential knowledge and skills, engaging practice in the program, and parent/teacher access to student progress. During the 2010 school year, Hommel Elementary established a system for conducting data reviews to monitor progress of learners and to evaluate and revise curriculum content and instructional strategies. Using SRG funds, Reading and Math Coaches will conduct peer evaluations to ensure written, taught, and assessed curricula are implemented consistently. **CSF 2 Increase the Use of Quality Data to Drive Instruction:** The Hommel Campus Improvement Plan outlines the use of state approved assessments at each grade level to ensure students are being assessed at the appropriate level of rigor to meet STAAR standards in grades 3 and 4. In addition, the plan identifies the use of nine weeks tests to assess student mastery of knowledge and skills and to plan for classroom instruction and intervention. SRG Coaches will be utilized to work with teachers to revise classroom curriculum and instruction to meet student needs after each nine week test. Coaches will also lead campus educators in using end-of-year data to identify future instructional needs, revisions to curriculum, professional development needs, and purchase of instructional materials. **CSF 3 Increase Leadership Effectiveness:** During the summer the CIC will study strategies for utilizing portfolio review to develop a performance framework that will increase leadership effectiveness by ensuring actions are yielding the desired results. The framework will be used to define strengths and weaknesses and to provide recommendations for using operational flexibility to make changes to staffing, schedules, and systems to yield desired results. **CSF 4 Increase Learning Time:** The Campus Improvement Plan recommends changes to schedules to provide extended learning time during the school day. In addition, the team has plans to meet with ESC Region 10 consultants during the summer of 2017 to review technology based reading and math programs proven to positively impact student achievement in districts with similar demographics. The SRG will provide the funds to purchase student licenses and personal technology devices for economically disadvantaged students. EISD has a Technology Lending Plan in place for checking out district equipment. The SRG grant will provide funding to contract with regional vendors to provide enrichment programs in supplementary subject areas to support student achievement. The SRG will provide extra pay for Hommel educators to plan and evaluate enrichment activities. **CSF 5 Increase Family/Community Engagement:** During the planning of the PreK Planning grant, Hommel campus developed a plan to increase Family and Community Engagement based on TEA guidance. The SRG will provide funding to implement events, communication, and decision making elements of the plan. **CSF 6 Improve School Climate:** Everman ISD uses Communities in Schools strategies, systems, and programs to improve school climate. SRG funding will be used to hire a CIS social worker to implement the research based processes that result in a welcoming and supportive environment for all participants. **CSF 7 Increase Teacher Quality:** Everman ISD values professional development that is conducted in the school setting and includes ongoing support for educators. SRG Coaches will provide day-to-day coaching and support for Hommel Elementary educators.

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County-district number or vendor ID: 220-904

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.

The Everman ISD District Committee and the Hommel Team researched the qualifications of school redesign partners during school improvement planning meetings held in May of 2017. The teams recommend applying to the The Texas Education Agency Division of System Support and Innovation (DSSI) to join the System of Great Schools Technical Assistance Network. The network supports schools in using evidence based strategies to explore system level innovation and problem solving including:

- Supporting educators to design and lead high-quality schools;
- Empowering families with high-quality options for engaging in campus programs and events; and
- Focusing the school and district offices on high leverage oversight, innovation, and support activities.

The System of Great School utilizes six levers to reform existing systems during campus transformation. An SGS executive advisor will work with the The Hommel Site Based Decision Making Team to implement three levers selected to implement the proposed School Redesign Grant Pilot:

Lever 1: Establish and administer portfolio review and planning processes - The System of Great Schools (SGS) executive advisor will work with the Site Based Decision Making Team to analyze data including school performance, neighborhood needs, and parent demand to determine strategic actions to be taken at each campus. The SGS executive advisor will guide the team in using the information to create a detailed School Redesign Grant Performance Framework. The document will serve as an implementation roadmap to provide detailed objectives, milestones, action steps, and expected outcomes for the project. The team will establish a Performance Framework Action Policy to serve as the 2 year implementation plan for the grant pilot. The executive advisor will work with the team to integrate school portfolio review into quarterly planning processes.

Lever 3: Help families understand and navigate their program choices - Family engagement in learning must be achieved if we are to make progress toward improved student achievement. The SGS executive advisor will work with the CIS Counselor, Campus Counselor, and SRG Grant Shepherd to build and launch information sessions about programs such as Leadership, Homework Helpers, Big Brothers Big Sisters Mentors, etc. The advisor will work with the principal to develop website tools that enable parents and the community to access event calendars, program information and enrollment sites. The school and grant leadership will design campus systems for The advisor will work with the principal to develop campus systems to implement programs and website tools that enable students, parents and the community to access event calendars, program information and enrollment sites.

Lever 5: Build an ecosystem of effective school support and talent providers - The School Redesign Grant Pilot creates a new organizational structure for the school. Each stakeholder in the school is supported and guided through to reach new levels of learning. The system of teachers, Reading and Math Coaches, Reading and Math Interventionists, a CIS counselor, and community programs such as Homework Helper and Big Brother Big Sister mentors provides multiple levels support for each stakeholder. The SGS executive advisor will work with the principal and grant leadership to develop processes to understand school support needs and to recruit school improvement partners. The advisor will also assist the team in developing processes to determine school level talent needs and to develop talent pipeline partnerships.

System of Great Schools strategies will serve as the basis of the continuous improvement process that annually evaluates school quality, parent demand, and neighborhood needs for Hommel Elementary. The ability of the campus to evaluate a variety of needs is essential to restructuring the instructional, intervention, and enrichment programs. Hommel Elementary is dedicated to developing and implementing innovative redesign strategies to become transform our campus into a high expectation, high achievement school that meets the needs of the student, district, and community.

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

County-district number or vendor ID: 220-904

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.

Everman ISD leaders will work with the Hommel Site Based Decision Making Team to recruit and select high-capacity leadership team with successful experience of increasing student achievement in low-performing schools to develop and implement each component of the School Redesign Grant Pilot.

Project Leadership: Hommel Elementary will work with the EISD Curriculum and Instruction department, principals in the district, and Education Service Center Region 11 to recruit and hire a Grant Shepherd to lead the Site Based Management Team in planning, implementing, and evaluating the School Redesign Grant. The educator selected will be certified in Texas and will have experience in successfully managing school improvement initiatives including:

- establishing systems for planning using portfolio review;
- providing assistance to campus administrators and grant staff in program implementation;
- managing a grant budget in a school district setting and submitting TEA reports on time and as requested; and
- overseeing data collection and evaluation of the project;

Data Informed Planning: The TEA Division of System Support and Innovation (DSSI) has published an RFP to recruit executive advisors for the System of Great Schools Technical Assistance Network. The DSSI will match the school with an appropriate executive advisor. The campus will have the opportunity to meet with and approve the advisor before the assignment is finalized.

Reading and Math Models: Hommel Elementary will hire Texas Literacy Initiative consultants, Education Service Center Region 11 Consultants, Reading Coaches and Reading Interventionists who will serve on the leadership team.

Texas Literacy Initiative consultants-Everman ISD will communicate with leaders from Arlington ISD who were instrumental in the implementation of the Texas Literacy Initiative grant program, members of the Texas Literacy Initiative Leadership Team at the University of Texas Health Science Center Children's Learning Institute, and Reading consultants from Education Service Center Region 11 to identify qualified technical assistance providers who are qualified to lead educators in developing a Literacy Line and Math Matrix. Educators hired must be certified Texas educators with experience and qualifications to conduct meeting with the Site Based Decision Making Team four times annually to review data, guide development and implementation of the vertically aligned skills and resources, and identify support needed to ensure seamless instruction for Prekindergarten through 4th grade. Reading and Math Coaches and Reading and Math Interventionists will be recruited utilizing a stipend and opportunity for career advancement. Highly qualified reading and math specialist hired will be required to have successful experience in:

- providing assistance to campus specialists and administrators in program implementation;
- providing professional development, mentoring and coaching, and supervising group activities;
- establishing systems for coaching, observation and feedback, and grade-level meetings based on the needs of the students and educators; and
- modeling and supporting data analysis for planning and instruction at elementary grade levels.

CIS Counselor: The CIS Counselor will be an employee of Communities in Schools Greater Tarrant County. The organization has a rigorous recruitment and hiring structure and a greatly respected training program for new hires. CIS Counselors are highly qualified and well trained to work with school improvement programs.

Continuous Evaluation: Once SRG leaders are hired, interviews will be conducted twice annually with key school personnel to determine the effectiveness of the leadership team in achieving school reform. School improvement questions will include:

- data utilization including implementation of portfolio review;
- allocation of resources to implement innovative programs that address learner, school and community needs; and
- decision making structures and processes implemented.

In addition to school reform, leadership interviews will be designed to determine the effectiveness of the leadership team in implementing activities to improve teacher quality including:

- establishment of recruitment incentives for hiring personnel; and
- revising personnel policies and procedures to include Hommel Elementary qualifications for hiring, placing, evaluating, promoting, retaining, and replacing high quality School Redesign Grant staff (Grant Shepherd, Coaches, Interventionists, and CIS Counselor)

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 220-904

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input 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 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>

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

County-District Number or Vendor ID: 220-904

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 checked="" 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 checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: 220-904

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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County-District Number or Vendor ID: 220-904

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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

County-District Number or Vendor ID: 220-904

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 220-904

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 checked="" 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 checked="" 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 checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input 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 checked="" 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: 220-904

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 checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

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

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