

Texas Education Agency Standard Application System (SAS)

2017-2019 School Redesign Grant, Pilot Cycle		
Program authority:	Every Student Succeeds Act (ESSA), Public Law (P.L.) 114-95, Title I, Part A, Sec 1003, School Improvement	FOR TEA USE ONLY Write NOGA ID here
Grant Period:	August 28, 2017, to July 31, 2019	Place date stamp here <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER JUL 12 PM 1:58 </div>
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 #
Hidalgo ISD	108905	Ida Diaz Jr. High	
Vendor ID #	ESC Region #	DUNS #	
746001085	1	023557663	
Mailing address	City	State	ZIP Code
324 E. Flora St.	Hidalgo	TX	78557

Primary Contact

First name	M.I.	Last name	Title
Xavier		Salinas	Superintendent
Telephone #	Email address		FAX#
956-834-4401	XASALINAS@HIDALGO-ISD.ORG		956-843-3343

Secondary Contact

First name	M.I.	Last name	Title Curriculum Director
Sandra		Cavazos	
Telephone #956-834-4401	Email address sacavazoz@hidalgo-isd.org		FAX # 956-843-4431

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
Xavier		Salinas	Superintendent
Telephone #	Email address		FAX #
956-834-4401	XASALINAS@HIDALGO-ISD.ORG		956-843-3343

Signature (blue ink preferred) _____ Date signed _____

Only the legally responsible party may sign this application.

701-17-101-018

Schedule #1—General Information

County-district number or vendor ID: 108905

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 checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID:108905

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 <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108905

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

Hidalgo ISD is based in Hidalgo, Texas, United States. The district serves most of Hidalgo and the city of Granjeno as well as small portions of McAllen, Pharr, and San Juan. Its southern boundary is the Rio Grande along the U.S.-Mexico border. It serves many colonias. The district's vision of, *"providing a welcoming and supportive environment where parents and educators work to make a positive difference in the hearts and minds of all students so that they may achieve their highest potential in becoming productive citizens"* will be the vision and focus for the school reform. The campus will enlist district and campus staff, parent, families, and community members to implement and support the proposed School Redesign Grant, Cycle Pilot Program which will restructure and transform the campus in a manner that will ensure students' academic and personal growth. This entailed addressing not only the educational, but also the social, family, and emotional aspects of every student and stakeholder. The program will benefit from grant resources based on the vision for school reform, commitments secured, and existing academic, staff and facility structures that will enable reforms to take place. Therefore, the campus will focus its reforms in the following areas:

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

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

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 108905

Amendment # (for amendments only):

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 108905

Amendment # (for amendments only):

Program authority: Every Student Succeeds Act (ESSA), P.L. 114-95, Title I, Part A, Sec 1003, School Improvement

Grant period: August 28, 2017, to July 31, 2019

Fund code: 211

Budget Summary

Schedule #	Title	Class/ Object Code	Planning Cost	Implementation Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$607,000	\$628,000	\$0	\$1,235,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$90,000	\$120,000	\$0	\$210,000
Schedule #9	Supplies and Materials (6300)	6300	\$30,000	\$30,000	\$0	\$60,000
Schedule #10	Other Operating Costs (6400)	6400	\$3,000	\$3,000	\$0	\$,6000
Schedule #11	Capital Outlay (6600)	6600	\$30,000	\$30,000	\$0	\$60,000
	Consolidate Administrative Funds				<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$760,000	\$811,000	\$0	1,571,000
Percentage% indirect costs (see note):			N/A	\$0	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$760,000	\$811,000	\$0	\$1,571,000

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

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

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 108905

Amendment # (for amendments only):

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

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

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Schedule #8—Professional and Contracted Services (6200)				
County-district number or vendor ID: 108905		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	\$0	\$0	\$0
	Specify purpose:			
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0	\$0
Professional and Contracted Services				
#	Description of Service and Purpose	Planning Cost	Implementation Cost	Total Budgeted Cost
1	Reading Staff Development and Teacher Support	\$15,000	\$20,000	\$35,000
2	Math Staff Development and Teacher Support	\$15,000	\$20,000	\$35,000
3	Leadership Staff Development and Staff Support	\$15,000	\$20,000	\$35,000
4	School Climate and Teacher Support	\$15,000	\$20,000	\$35,000
5	Curriculum and Scheduling Staff Development and Teacher Support	\$15,000	\$20,000	\$35,000
6	Program Evaluation and Assessment Staff Support	\$15,000	\$20,000	\$35,000
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
b. Subtotal of professional and contracted services:		\$0	\$0	\$0
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$90,000	\$120,000	\$210,000
(Sum of lines a, b, and c) Grand total		\$90,000	\$120,000	\$210,000

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

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 108905

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:	\$30,000	\$30,000	\$60,000
Grand total:		\$30,000	\$30,000	\$60,000

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

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Schedule #10—Other Operating Costs (6400)				
County-District Number or Vendor ID: 108905		Amendment number (for amendments only):		
Expense Item Description		Planning Cost	Implementation Cost	Total Budgeted Cost
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0	\$0	\$0
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$0	\$0	\$0
6413	Stipends for non-employees other than those included in 6419	\$0	\$0	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0	\$0	\$0
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$3,000	\$3,000	\$6,000
Subtotal other operating costs requiring specific approval:		\$0	\$0	\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$3,000	\$3,000	\$6,000
Grand total:		\$3,000	\$3,000	\$6,000

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

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

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Schedule #11—Capital Outlay (6600)						
County-District Number or Vendor ID: 108905				Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Planning Cost	Implementation Cost	Total Budgeted Cost
6669—Library Books and Media (capitalized and controlled by library)						
1		N/A	N/A	\$30,000	\$30,000	\$60,000
66XX—Computing Devices, capitalized						
2			\$0	\$	\$	\$
3			\$0	\$	\$	\$
4			\$0	\$	\$	\$
5			\$0	\$	\$	\$
6			\$0	\$	\$	\$
7			\$0	\$	\$	\$
8			\$0	\$	\$	\$
9			\$0	\$	\$	\$
10			\$0	\$	\$	\$
11			\$0	\$	\$	\$
66XX—Software, capitalized						
12			\$0	\$0	\$	\$
13			\$0	\$0	\$	\$
14			\$0	\$0	\$	\$
15			\$0	\$0	\$	\$
16			\$0	\$0	\$	\$
17			\$0	\$0	\$	\$
18			\$0	\$0	\$	\$
66XX—Equipment, furniture, or vehicles						
19			\$0	\$0	\$	\$
20			\$0	\$0	\$	\$
21			\$0	\$0	\$	\$
22			\$0	\$0	\$	\$
23			\$0	\$0	\$	\$
24			\$0	\$0	\$	\$
25			\$0	\$0	\$	\$
26			\$0	\$0	\$	\$
27			\$0	\$0	\$	\$
28			\$0	\$0	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)						
29				\$0	\$0	\$0
Grand total:				\$30,000	\$30,000	60,000

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

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 108905

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	616	88.5%	2016-2017 Texas Academic Performance Report
Limited English proficient (LEP)	326	46.8%	2016-2017 Texas Academic Performance Report
Disciplinary placements	14	1.9%	2016-2017 PEIMS Report Code #164
Attendance rate	NA	95.6%	2016-2017 Texas Academic Performance Report
Annual dropout rate (Gr 9-12)	NA	0%	2016-2017 Texas Academic Performance Report

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

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

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	218	246	232	0	0	0	0	694

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Schedule #13—Needs Assessment

County-district number or vendor ID: 108905

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.

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

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

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

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

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

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

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

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

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

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By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 108905

Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement	<ul style="list-style-type: none"> Qualifications: Managing Programs, Budgets, Personnel, and Vendors Experience: 5 years in a related field Certifications: Master's Degree in Educational Management Field
2.	Superintendent	<ul style="list-style-type: none"> Qualifications: Teacher, Coach, Principal, and other administrative roles Experience: Minimum 5 years as a Superintendent Certifications: Master's Degree in Education and a Superintendent Certificate
3.	Principal	<ul style="list-style-type: none"> Qualifications: Working with students and successfully overseeing programs Experience: 5 years in a related field Certifications: Master's Degree in Education or similar field
4.	SRD Committee	<ul style="list-style-type: none"> Qualifications: Knowledge of effective intervention strategies. Collaboration and organizational skills Experience: 5 years in a related field Certifications: Varies based on role
5.	Data Coordinator	<ul style="list-style-type: none"> Qualifications: Understand state and federal accountability, can analyze data, assess needs, and make recommendations Experience: 3 years' central office experience Certifications: Master's Degree

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.	Providing staff on-going, high-quality, job-embedded professional development	1. Review needs assessment and evaluation results to identify the types of trainings each staff member needs	08/28/2017	07/31/2019
		2. Identify individuals that will be placed in the Career Advancement Program.	09/01/2017	11/04/2017
		3. Meet with staff members to create a customized training plan.	11/06/2017	07/31/2019
		4. Research providers that are available to provide the identified trainings needed and schedule.	09/1/2017	7/31/2019
		5. Follow-up with staff and trainers to verify if trainings of staff is progressing	10/3/2017	07/31/2019
2.	Improving the quality of instruction provided to students	1. Provide students access to research-based, developmentally appropriate curriculum.	09/04/2017	09/28/2017
		2. Hire to Content Coordinators to align assessments and instruction with the campus's instructional framework	08/28/2017	07/31/2019
		3. Ensure all students have access to curriculum and technology 24/7 by providing a 1:1 student to technology ratio	09/01/2017	11/04/2017
		4. Utilize STEM related, hands-on resources to encourage students' participation.	11/06/2017	07/31/2019

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RFA #701-17-101; SAS #262-18
2017-2019 School Redesign Grant, Pilot Cycle

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

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108905

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.

Capacity gained through the proposed project will create lasting change to campus culture and practices that can be sustained after the grant period ends. As can be seen in the activities that are tied to the goals listed above, many of the initiatives to be introduced through the program will require start-up funds. Once many of these initiatives have been put into place, they can be easily sustained through local funds. Other initiative, (i.e. new staff and increased) will also be absorbed through the use of local funds or by seeking other funding sources.

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By TEA staff person:

RFA #701-17-101; SAS #262-18
2017-2019 School Redesign Grant, Pilot Cycle

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Schedule #15—Project Evaluation

County-district number or vendor ID: 108905

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.	Observations (Qualitative)	1.	School Report Cards and STAAR results
		2.	School Improvement Plans
		3.	Community Level Data
2.	Interviews (Qualitative)	1.	Increased targeted job-embedded professional development for all teachers
		2.	Walk-throughs by Principal and Project Staff
		3.	
3.	Focus Groups (Qualitative)	1.	Increased targeted job-embedded professional development for all teachers
		2.	Walk-throughs by Principal and Project Staff
		3.	
4.	Generated Reports/Assessments (Quantitative)	1.	School Report Cards and STAAR results
		2.	School Improvement Plans
		3.	Community Level Data
5.	Progress Reports and Sign-in Sheets (Quantitative)	1.	Campus Meetings
		2.	District Meetings
		3.	Focus Group Meeting

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 process for collecting data has been broken-down at a detailed level to inform effectiveness of each activity/intervention. Diaz Jr, High has identified various types of data that will be collected for this process that includes both qualitative and quantitative data. This includes the following:

1. Evaluation Team that will gather data by identifying and recording the characteristics and behavior of students, teachers, staff, parents, and community members through observation. This will be especially important in determining the success in improving the school's climate and ensuring that all stakeholders remain committed to the program.
2. The Evaluation Team will conduct interviews on randomly selected teachers and students. The interview will include a set of standard questions that will be asked on a one-to-one basis to be able to obtain straightforward replies. Additionally, any staff member that end their employment with the district will be asked to take part in an exit interview to determine if any other factors exist that had led to the high turnover rate.
3. The Evaluation Team will conduct focus group interviews on select groups. These groups will be brought together to be asked relevant and game changing questions. The goal will be to establish a dialog that can result in identifying common issues and encouraging input and suggestions
4. The DCSI, Principal, Instructional Coaches, teachers, and HR and PEIMS department will generate data reports that will be utilized to measure students' growth and teacher retention. This will include reports from RU software programs, STAAR Assessment Results, PEIMS 425 Reports, etc. They will be reviewed by the Evaluation Team and be utilized in the Evaluation Report submitted to TEA and the district.
5. The teachers will be required to track students' daily assignments, attendance, and classroom behavior. Copies of the students' progress reports will be submitted to the Evaluation Team, for tracking. In addition, sign-in sheets will be collected and inputted into an electronic log.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108905

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.

As part of the proposed program, the campus will ensure activities and initiatives are *assessed for effectiveness on an on-going basis*. The campus will put together an Evaluation Team, which will consist of the DCSI, Interventionists, Principal, Data Coordinator, the External Evaluator, and other staff that will be responsible for utilizing both summative and formative assessments to ensure the on-going monitoring of continuous improvement.

Goal #1: Providing staff on-going, high-quality, job-embedded professional development. Activities/interventions will consist of the following list of items and will be assessed utilizing classroom observation notes, sign-in sheets, evaluation results, surveys, and meeting minutes:

- Review needs assessment/evaluation results to identify needed trainings.
- Identify individuals that will be placed in the Career Advancement Program.
- Meet with staff members to create a customized training plan.

Goal #2: Improve the quality of instruction provided to students. Activities/interventions will consist of the following list of items and will be assessed utilizing software/STAAR results, report cards, surveys, and Technology

Agreements:

- Provide students research-based, developmentally appropriate curriculum and increase the use of technology.
- Hire two Content Coordinators to align assessments and instruction with the campus's instructional framework;
- Ensure all students have access to curriculum and technology 24/7 by providing a 1:1 student to technology ratio.
- Utilize STEM related, hands-on resources to encourage students' participation.
- Provide after-school tutorials, as well as, monthly Academic Academies that will target students' areas of deficiencies.
- Contract a Reading and a Math Interventionist to provide teachers with targeted assistance.

Goal #3: Develop an Incentive/Career Advancement Program. Activities/interventions will consist of the following list of items and will be assessed utilizing software/STAAR results, report cards, surveys, sign-in sheets, and evaluation results:

- Meet with the SRG, Pilot Committee to finalize and approve the Incentive and Career Advancement Programs.
- Conduct a meeting with staff members to provide them information regarding the two incentive programs.
- Solicit volunteers for the Career Advancement Program and select the individuals that will serve as apprentices.

Goal #4: Increasing the use of data to meet the needs of students. Activities/interventions will consist of the following list of items and will be assessed utilizing teacher surveys, student assessments, classroom observations, and report cards:

- Use student data to identify and implement an instructional program.
- Promote the continuous use of student data to differentiate instruction to meet the academic needs of students.

Goal #5: Improving the school climate at the campus. Activities/interventions will consist of the following list of items and will be assessed utilizing focus groups, surveys, report cards, and observations:

- Provide an array of incentives that are designed to improve students' behavior and academics.
- Implement an anti-bullying campaign and drug-free atmosphere.
- Have the Counselor meet with students so that they can discuss issues and be provided with solutions.

Utilizing summative and formative assessments, the campus will identify existing problems with the delivery of the activities and initiative. If any issues are identified, the Implementation Team will be assembled to *discuss the findings and determine the best method to correct the problem*. A public meeting will be scheduled to garner feedback from stakeholders prior to making any decisions in addition written documentation of the meeting will be posted on the campus's website detailing the issue, assessment process utilized to identify the issue, and the method that will be utilized to correct the issue. Once the corrective action has been put into place, a timeline will be set to re-evaluate the issue. If it is determined that the issue persists, the application will be reviewed and an amendment will be submitted to provide for added resources.

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

County-district number or vendor ID: 108905

Amendment # (for amendments only):

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

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

With data collected teachers, interventionists and academic coaches have a multi-faceted process for assessing programs and interventions by following a data action model. Levels of data considered include: Summative - annual state assessments; Data about people, practices and perceptions - 2-4 times a year; Benchmark common assessments - 2 times a year; Formative common assessments - 1- 4 times a month Formative classroom assessments - daily/weekly Meetings during the school year involve a review of existing data and decisions about who will collect which of the data pieces for further examination.

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

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

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

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

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

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108905

Amendment # (for amendments only):

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

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

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

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

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

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

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

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

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

County-district number or vendor ID: 108905

Amendment # (for amendments only):

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

Improve School Environment School Culture

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

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

Student Performance Measures of Student Progress

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

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

Outcomes for Students

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

- Rates of students performing at grade level by subject area
- Rates of proficiency on state assessments

Graduation and college-going rates

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108905

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.

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

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

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

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

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

County-district number or vendor ID: 108905

Amendment # (for amendments only):

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

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

Planning

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

Human Capital

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

Maintaining Support and Building Sustainability

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

Creating Conditions and Building System Capacity

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

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

County-district number or vendor ID: 108905

Amendment # (for amendments only):

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

☐ Restart☒ Turnaround☐ Closure/Consolidation

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

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

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

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

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

County-district number or vendor ID: 108905

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.

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

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

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

County-district number or vendor ID: 108905

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.

Hidalgo ISD and Diaz Middle School fully understands and stands by the assurance that need to occur to promote, maintain and sustain to positively increase student achievement.

Hidalgo ISD and Diaz Middle School will:

Build capacity to support the turnaround model by;

- Implementing Job-Embedded Professional Development
- Ensuring Committed and Qualified Staff

Engage external partners to manage school and district turnarounds model by;

- Monitoring and Performance
- Providing Technical Assistance to Build District Capacity

Set ambitious but realistic goals for school improvement that incorporate multiple measures;

- Making Data-Based Decisions
- Extending and Maximizing Learning Time

A human capital strategy to improve the quality of leadership and teaching; and

- Changing Leadership Practices
- Implementing a System of Rewards
- Developing district-level principal pipeline

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

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

County-district number or vendor ID: 108905

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.

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

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

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

County-district number or vendor ID: 108905

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.

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

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

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

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

County-district number or vendor ID: 108905

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.

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

Setting a high bar for school leadership

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

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

Building a talent development organization

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

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

Managing: Actively promote, monitor and support the talent pipeline

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

Shared commitment to excellence

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

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 108905

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input 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 checked="" 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: 108905

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 checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

County-District Number or Vendor ID: 108905

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

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 108905

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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

County-District Number or Vendor ID: 108905

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 checked="" 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 checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

County-District Number or Vendor ID: 108905

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