

Texas Education Agency Standard Application System (SAS)

2018–2019 Services to Students with Dyslexia				
Program authority:	Texas Education Code, 29.027 as added by House Bill 21, Section 3, 85 th Texas Legislature, 2017			FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 APR -8 AM 7:30 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Application deadline:	5:00 p.m. Central Time, March 8, 2018			
Submittal information:	Applicants must submit one original copy of the application with an original signature, 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: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>			
Contact information:	Karin Miller, karin.miller@tea.texas.gov , (512) 463-9581			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name		County-District #		Amendment #
Sweeny ISD		020-906		N/A
Vendor ID #		ESC Region #		
N/A		04		
Mailing address			City	State ZIP Code
1310 Elm Street			Sweeny	TX 77480
Primary Contact				
First name	M.I.	Last name		Title
Tory	C.	Hill		Superintendent
Telephone #		Email address		FAX #
979.491.8000		tchill@sweenyisd.org		979.491.8030
Secondary Contact				
First name	M.I.	Last name		Title
Amy	L.	Pope		Dir. of Teaching & Learning
Telephone #		Email address		FAX #
979.491.8080		apope@sweenyisd.org		979.491.8030
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
Tory	C.	Hill	Superintendent
Telephone #		Email address	FAX #
979.491.8000		tchill@sweenyisd.org	979.491.8030

Signature (blue ink preferred)

Date signed

March 7, 2018

Only the legally responsible party may sign this application.

701-18-108-019

Schedule #1—General Information

County-district number or vendor ID: 020-906

Amendment # (for amendments only): N/A

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

***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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Changes on this page have been confirmed with:

On this date:

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 020906

Amendment # (for amendments only): N/A

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
No program-related attachments are required for this grant.		

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
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> .
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification requirements</u> .

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 020906

Amendment # (for amendments only): N/A

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
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 program will operate as an independent campus or a separate program from the campus in which the program is located, with a separate budget.
4.	The applicant provides assurance that the program will give priority for enrollment to students with dyslexia.
5.	The applicant provides assurance that the program will limit enrollment and services to students who are at least three years of age and younger than nine years of age or are enrolled in the third grade or a lower grade level.
6.	The applicant provides assurance that the program will allow a student who turns nine years of age or older during a school year to remain in the program until the end of that school year.
7.	The applicant provides assurance that the local educational program (LEA) will not charge a fee for the program, other than those authorized by law for students in public schools.
8.	The applicant provides assurance that the LEA will not require a parent to enroll a child in the program.
9.	The applicant provides assurance that the LEA will not allow an admission, review, and dismissal committee to place a student in the program without the written consent of the student's parent or guardian.
10.	The applicant provides assurance that the LEA will not continue the placement of a student in the program after the student's parent or guardian revokes consent, in writing, to the student's placement in the program.
11.	The applicant provides assurance that the program will incorporate meaningful inclusion.
12.	The applicant provides assurance that it will develop appropriate systems and processes to collect and report baseline academic and functional data and achievements for students enrolled in the program as required by TEA.
13.	The applicant provides assurance that it will submit data on the academic and functional achievements to TEA, in a TEA approved format, by the requested date. This data may be the basis for awarding continuation grants.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 020906

Amendment # (for amendments only): N/A

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 020906			Amendment # (for amendments only): N/A	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 020906

Amendment # (for amendments only): N/A

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$ N/A	\$	\$	\$N/A

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:020906

Amendment # (for amendments only): N/A

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 020906

Amendment # (for amendments only):N/A

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

Sweeny ISD has determined that our dyslexia students are underserved. This determination, through empirical evidence as reported in the Texas State School Report Card, Campus Improvement Plan, District Improvement Plan, and Skyward data, indicates that there is a dire need to provide earlier dyslexia intervention and stronger support to the students of SISD and also to the children of this community who are not yet enrolled in the Sweeny ISD campus.

The dyslexia program at Sweeny Elementary, which currently identifies 92 dyslexic students, and the vulnerable pre-school age children in the community at large, is at a critical juncture, where a concerted, cohesive effort is needed with strong supports and interventions.

The initial thrust of the grant effort is to train a core group of elementary teachers for screening, evaluation, and instructional interventions. Two teachers per grade level (1,2,3) will attend additional training for these areas. These individuals would become the Trainer of trainers, and assist with training SISD teachers, PK-3, as well as Head Start staff, Sweeny Christian School staff, and daycare staff in the community, as detailed in the Community Outreach plan.

In the dyslexia program on the elementary campus, a classroom will be dedicated to individual and small group instruction. Our current dyslexia teacher and paraprofessional would continue with small groups. A dedicated adjacent classroom/computer lab with leveled software would be provided for students to move through lessons at their own pace. The grant funded Dyslexia teacher and trained paraprofessional will assist in this classroom. The computer lab would lend to active portfolios assembled for each student, with regular progress monitored in the dyslexia program.

The second step is to provide more standardized evaluation tools for trained teacher evaluators and a LSSP. Testing materials utilized by Sweeny ISD need to be more comprehensive, to drive the standardized data needed for identifying dyslexia student interventions and the evidence based programs to support the dyslexia students in the strongest, most meaningful way. Trained teacher evaluators and the LSSP would be able to utilize the Power Hour/Intervention time to conduct dyslexia evaluations and to provide dyslexia interventions for small groups.

SISD currently has identified about 5% of the elementary student population with dyslexia. The current national rate indicates that 15-20% of students nationwide have dyslexia, thus delaying needed intervention based upon the lack of identification. Additional trained evaluators would allow proceeding with more timely identification and intervention. The addition of resources, testing instruments, and teachers trained in Dyslexia evaluation will strengthen our program and provide the needed assistance to meet the new testing goals required under the TEA Correction Action Plan for early, timely evaluation. This action will help us achieve the goal of quickly implementing the needed services without delaying the appropriate program for the students.

The innovative third step is to build a reading program that bridges our efforts between school and home. The program would be a school-wide program to include parents and family participation (i.e. Reading Rockets). Monthly parent meetings would be held at the elementary with support and training for in-home support for reading. Grant monies would be used to purchase books for parents to utilize at home with their children. Future development plans considered would be given to parents with reading difficulty, who could be identified as participants in an evening family reading program.

The fourth step, as part of our innovative practices, would be Community Outreach. SISD would provide to staff of HEAD Start (51 students ages 3 & 4), local daycare staff (unknown enrollment) and private school (Sweeny Christian School -56 students ages 3-9) free professional development in dyslexia training. This effort allows a unique and workable opportunity to expand the reach of dyslexic and literacy efforts out in the community.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 020906

Amendment (for amendments only): N/A

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

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 020906			Amendment # (for amendments only): N/A		
Program authority: Texas Education Code, 29.027, House Bill 21, Section 3, 85 th Texas Legislature, 2017					
Grant period: May 1, 2018, to August 31, 2019			Fund code/shared services arrangement code: 429/459		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$248,840.00	\$0	\$248,840.00
Schedule #8	Professional and Contracted Services (6200)	6200	\$ 14,320.00	\$0	\$14,320.00
Schedule #9	Supplies and Materials (6300)	6300	\$ 8,246.00	\$0	\$8,246.00
Schedule #10	Other Operating Costs (6400)	6400	\$46,358.74	\$0	\$46,358.74
Schedule #11	Capital Outlay (6600)	6600	\$17,493.00	\$0	\$17,493.00
Total direct costs:			\$335,257.74	\$	\$335,257.74
Percentage% indirect costs (see note):			N/A	\$	\$0
Grand total of budgeted costs (add all entries in each column):			\$335,257.74	\$	\$335,257.74
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					
Percentage limit on administrative costs established for the program (15%):					x .15
Multiply and round down to the nearest whole dollar. Enter the result.					
This is the maximum amount allowable for administrative costs, including indirect costs:					

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.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 020906			Amendment # (for amendments only): N/A	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher (Dyslexia Teacher)	1	0	\$58,000.00
2	Educational aide (Paraprofessional)	1	0	\$22,000.00
3	Tutor			\$
Program Management and Administration				
4	Project director/administrator			\$
5	Project coordinator-Dyslexia Coordinator	1	0	\$60,000.00
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Other Employee Positions				
15	LSSP	0	1/2	\$36,000.00
16	Title			\$
17	Title			\$
18	Subtotal employee costs:			\$176,000.00
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112 Substitute pay (Training for staff)			\$ 2,040.00
20	6119 Professional staff extra-duty pay (6 teachers @ 3,000.00)			\$18,000.00
21	6121 Support staff extra-duty pay			\$
22	6140 Employee benefits@ 30%			\$52,800.00
23	61XX Tuition remission (IHEs only)			\$
24	Subtotal substitute, extra-duty, benefits costs			\$66,840.00
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$248,840.00

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

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 020906		Amendment # (for amendments only): N/A
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		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose *Professional Development for Staff*	Grant Amount Budgeted
1	Dyslexia Identification Module-Various dates; 6 teachers, 1 LSSP	\$1925.00
2	Dyslexia Case Studies-7/13/18; 6 teachers, 1 LSSP	1430.00
3	Dyslexia Program Basics with Teacher Resources-Various Dates; 6 teachers, 1 LSSP	6050.00
4	Dyslexia Assessments-9/19/18-5 teachers and 2 LSSP	910.00
5	Dyslexia Word Study Part-Phonological Awareness 7/13/18;6 teachers, 1 LSSP	1595.00
6	Dyslexia Conference-12/6/18; 14 dyslexia staff	1750.00
7	Dysgraphia- 2/12/19; 5 teachers and 1 LSSP	660.00
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$14,320.00
c. Remaining 6200—Professional and contracted services that do not require specific approval:		-0-
(Sum of lines a, b, and c) Grand total		\$14,320.00

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 020906		Amendment number (for amendments only): N/A
Supplies and Materials Requiring Specific Approval		
Expense Item Description-*****ITEMIZED BELOW*****		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$46,358.74
Grand total:		\$46,358.74

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

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 020906		Amendment number (for amendments only): N/A
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$0
Grand total:		\$0

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

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

Test Kits:

Qty.	Type	Unit Cost	Total
7	CTOPP-2	347.00	2429.00
7	GORT-5	289.00	2023.00
7	TWS-5	132.00	924.00
2	WJ4-Achievement	935.00	1870.00
	Protocols		1000.00
	Shaywitz Dyslexia Sceener	858.75	858.75

Enrichment:

	RAZZ Kids Educator	110.00	110.00
	I Spire		17,124.00
Total			<u>\$26,338.75</u>

Other expenses:

	Qty	Unit Cost	Total Price
Kurzweil (School Wide License)	1	\$4,000.00	\$4,000.00
Academy of Reading -12 month school license	1	3,000.00	3,000.00
Filing Cabinets (Letter sized)	3	249.99	749.99
Copier with scan and laser functions	2	600.00	1,200.00
Children's computer deks	15	238.00	3,570.00
Children's horseshoe desks	6	250.00	1,500.00
Books tailored for dyslexia students	1,000	6.00	6,000.00
Total			<u>\$ 20,019.99</u>

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 020906			Amendment number (for amendments only): N/A	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1				
66XX—Computing Devices, capitalized				
2	I-Pads and cases (Enrichment)	17	\$329.00	\$5,593.00
3	Desk Top Computers (Computer Lab & 2 Staff)	17	\$700.00	\$11,900.00
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12				
13				
14				
15				
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19				
20				
21				
22				
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
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				\$
Grand total:				\$17,493.00

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

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

County-district number or vendor ID: 020906

Amendment # (for amendments only): N/A

Part 1: Students/Teachers To Be Served With Grant Funds. Enter the total number of students and teachers in each grade projected to be served under the grant program. 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.

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

Grade	Number of Students	Number of Teachers	Student/Teacher Ratio
PK (Prior to Screening)	49	2	25:1
K	30	2	15:1
1 st	31	2	16:1
2 nd	29	2	15:1
3 rd	29	2	15:1

COMMENTS

Approximately 168 PK-3 students will benefit from the direct services of the Dyslexia Grant.

All 598 of the PK-3 student population and their families could benefit from the Parent workshops and early screening and intervention.

Another 100+ students will be served in the community with Community Outreach plans for training their caretakers and instructors.

Part 2: Amount of Instruction. Enter amount of instruction to be provided with grant funds. Use the comment section to add a description of any data not specifically requested that is important to understanding the amount of instruction to be provided by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Amount of Instruction		COMMENTS
School day hours 8:05-3:35	Minutes- 120/daily	Power Hour is utilized for student interventions for dyslexia groups. Additional support in ELAR class with trained classroom teacher. (ELAR class is 120 minutes long.)
Number of days in school year	180	
Minutes of instruction per school year	21,600	360 hours

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Schedule #13—Needs Assessment

County-district number or vendor ID:020906

Amendment # (for amendments only): N/A

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

The current number of students receiving dyslexia intervention ages 3-9 are 27. When we compare this number of students to our total enrollment for K-3 of 598, we are concerned that we may be under identifying our dyslexia students for early intervention.

SISD's current intervention program ,the DIP, is being utilized in group interventions. The addition of supplemental computerized instruction with leveled progress monitoring would be an additional technology that would help close the gaps for our students.

The current screening instrument is teacher developed and must be interpreted by the dyslexia teacher for all students grades K-1. A standardized screener with interpretation and recommendations would improve early identification of those students that need an evaluation.

SISD currently has one Dyslexia teacher trained, district wide, to conduct dyslexia evaluations. Additional teachers and special education assessment staff trained in dyslexia evaluation are needed to be able to have a viable dyslexia evaluation team. This would provide the needed support for evaluation for dyslexia and special education identification as per the new TEA CAP plan.

Our current teacher to student ratio for campus wide intervention groups is 1:15. We believe this ratio is too high and we need another teacher to be able to have more intensive intervention with a lower ratio for those students. Once we improve our screening and evaluation areas, we would expect an increase in the amount of students requiring intervention.

Early reading and literacy intervention will be integral for assisting with teaching our students at home and in the community settings. We live in a pastoral, yet isolated area where many families do not have the access to the internet and the supports at home for early reading. The addition of family outreach with training and high interest books should help reduce the number of referrals for dyslexia.

The addition of training for dyslexia characteristics in our community programs with the addition of high interest reading materials will help reduce and/or assist the school in early identification/child find for those students with disabilities in private settings and Head Start.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 020906

Amendment # (for amendments only): N/A

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Dyslexia students identified between the ages of 3 and 9 for early intervention. Considerations are all-inclusive effort, universal screening, and with identified barriers removed.	Statutory requirements fulfilled for universal screening. Substantial staff and material resources to address early intervention procedures at the targeted ages. Strengthen and support current dyslexia program.
2.	Professional Development Training-Cultivate a well-equipped and knowledgeable workforce to build a culture to support students who are dyslexic, or those prior to screening, with literacy issues.	Grant funds would allow significant training for early intervention and general staff education. Students would benefit by well-trained, knowledgeable instructional staff, with entry barriers mitigated or removed.
3.	Evaluative –The Data Evaluation Team would lead the effort of comprehensive analysis of program data underpinned by high level of rigor, and high expectations for all students. Barriers removed for student population at large due to all inclusive nature of testing, support, and assistance.	Appropriate systems and processes, to measure baseline and progress of academic, functional data, and achievement thru acquisition of materials and resources from grant proceeds. Trained personnel for more comprehensive early evaluation and intervention.
4.	Innovative community based outreach with professional development training and parent workshops. Remove barriers and pockets of targeted children outside of the public school system whose caretakers/ instructors/ and parents may not have the benefit of specialized training.	Collaborative effort with Head Start, Sweeny Christian School, and local day cares to provide professional development on dyslexia and appropriate interventions. Barriers identified and removed may include lack of trained staff and lack of community partner resources.
5.	Data Evaluation Team would also be used for the purpose of support and building relationships and profile in the community.	Would conduct surveys and seek substantial feedback from stakeholders, parents, educators, community members. Stakeholders would include Head Start, Sweeny Christian, local day care owners, and parents of children receiving services.

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Schedule #14—Management Plan

County-district number or vendor ID: 020906

Amendment # (for amendments only): N/A

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.	LSSP (1/2 time) (Grant-funded)	Licensed Specialist in School Psychology, with 5 years of experience, completion of graduate degree in school psychology, passing score on the national exam and eligibility for certification as a National Certified School Psychologist. Additional duties will include experience in training professional development delivered to staff and community partners, design and present parent workshop meetings monthly.
2.	Dyslexia Teacher (2 (1-current, 1 grant funded)	Texas Licensed teacher with self-contained certification, with 3 years of experience. Positions will be instructional and also prepare and deliver professional development to peers, community partners and lead parent workshops.
3.	Dyslexia Coord. (1) (Grant Funded)	Texas Licensed teacher with self-contained certification, with 3 years of experience. Oversee management program at Instructional Level, screening of students, prepare and deliver professional development to peers, community partners and lead parent workshops.
4.	Paraprofessional (2) (1-current, 1 grant funded)	2 years of study, possess an Associate's degree, 3 years of experience, knowledge of and the ability to instruct reading readiness. Support instructional staff, screening process, and administrative duties as assigned.
5.	Dir. of Special Programs (1) (Current)	LSSP with 20 years of educational experience to ensure compliance and integrity of testing. Responsible for oversight and administration of all Special Programs in Sweeny ISD.

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.	Prepare Program & Campus Site –Staff hired, acquire material and eqpt..	1. Staff positions advertised, recruited, and hired.	05/01/18	07/01/18
		2. Curriculum and testing ordered and received	05/01/18	07/01/18
		3. Cabling and physical space refurbished.	05/01/18	07/01/18
		4. Furniture and equipment ordered and received.	05/01/18	07/01/18
2.	Professional Development	1. Dyslexia Module 1-5	06/11/18	07/10/18
		2. Dyslexia Case Studies –After the Academies	07/13/18	07/13/18
		3. Dyslexia Program Basics	08/01/18	08/08/18
		4. Dyslexia Assessment, Word Study, Conference, Dysgraphia	09/19/18	02/12/19
3.	Implementation	1. BAS Benchmark Screening	08/16/18	05/30/19
		2. Small groups, individual enrichment	08/16/18	05/30/19
		3. Parent Workshops	09/15/18	05/15/19
		4. Community Outreach training	10/01/18	04/15/19
4.	Student Daily Support and Reinforcement	1. Benchmarks for baselines-ongoing	08/16/18	05/30/19
		2. Monitoring levels for mastery	08/16/18	05/30/19
		3. Dyslexia Committee recommendations	10/16/18	05/30/19
		4. Corrective, adjustment measures enacted	09/15/18	05/30/19
5.	Community Outreach and Professional Development.	1. Recruit, advertise free training opportunities	05/15/18	09/15/19
		2. Collaboration for needs assessment	06/01/18	05/15/19
		3. Training scheduled in tandem with partners	10/15/18	04/15/19
		4. Dyslexia Data Evaluation Team developed and meetings scheduled.	06/01/18	05/15/19

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

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

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 020906

Amendment # (for amendments only): N/A

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sweeny ISD is focused on building a collaborative culture which capitalizes on the collective intelligence that rests within the organization. To support continuous improvement, the District is focused on professional learning initiatives to build capacity in all staff members. In addition, many structures are in place to support staff during the change process, including staff roundtables, collaborative planning, student roundtables, parent roundtables, and community roundtables. The following tenets are used to determine an internal capacity to lead change, with data-driven research and evidenced base interventions as validation:

- Develop relationships with parents/guardians and the community to improve good will and trust in the school's ability to provide evidence based instruction..
- Significant and consistent progress towards maximizing individual student achievement.
- Supports teachers and staff to accept leadership responsibilities outside of school and in the community.
- Systematically challenges the status quo by leading change initiatives with potentially beneficial outcomes.
- Create a safe school environment that ensures the social, emotional, and physical well-being , by encouraging and actively involving all stakeholders to participate in and advocate for a safe and orderly school environment.

The above referenced values are cultivated and avidly pursued at Sweeny ISD, and are used to measure our success and evaluate staff.

Part 4: 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.

The Sweeny ISD Dyslexia program currently is using the BAS, DIP Program, and Fountas and Pinnell in their ongoing existing efforts that are similar to the planned project, although not near as robust as the requested screening and enrichment tools.

The investment of the Dyslexia Coordinator position ensures stability, fidelity, and results. The Director of Special Programs will insure integrity of testing protocols, fidelity of program goals, compliance with all applicable rules, policy, and law.

The investment in the Trainer of Trainers is desired because the student/instructor will enhance and hone their skills in order to generate more effective trainings. Additionally, there will be financial compensation for the extra duties added to their schedule in order to maximize greater community outreach.

The Dyslexia Data Evaluation Team will continually evaluate appropriate systems and processes, to measure baseline and progress of academic, functional data, and achievement through the acquisition of materials and resources from grant proceeds.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 020906

Amendment # (for amendments only): N/A

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.	Establish Data Review Team	1.	2 Dyslexia Teachers, 1 ELAR classroom trained teacher, Program Dir. & Dyslexia Coordinator.
		2.	Meet routinely, at a minimum of each 9 weeks to evaluate efforts.
		3.	Review progress with active dyslexia intervention and review information on evaluations and new placements.
2.	Establish Baseline data and Progress Monitoring Level	1.	Establish baseline data at beginning of the year with BAS test.
		2.	Meet at end of each 9 weeks to review progress on interim measures
		3.	MOY- benchmark (BAS) to establish progress and efficacy of interventions
3.	Establish Goal	1.	BAS given at the beginning, mid, end of the year
		2.	Give end of year benchmark with BAS to determine progress for students and efficacy of interventions
		3.	Progress of individual students measured, reviewed.
4.	Determine Frequency	1.	Progress at each 9 weeks on percentage of mastery in DIP program
		2.	Staffings required include a minimum of every 9 weeks.
5.	Analyze data and make instructional decisions.	1.	Analyze percentage of mastery in DIP program .
		2.	Compare baseline and end of year BAS.
		3.	Compare percentage of mastery across groups for RTI

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 students would be screened at the end of K-3 for dyslexia, which would give the data to compare student-to-student, by classroom, or across grade levels. If a score shows at-risk for dyslexia, those students would be pulled for more intensive targeted intervention in reading, and evaluated for dyslexia and moved into the dyslexia program, if eligible.

The district will use the BAS for beginning of the year, mid-year, and end of the year benchmark to determine each student's progress in reading. The dyslexia program will be able to serve groups of up to 15 students with two teachers and a trained paraprofessional, doubling the amount of students we are currently serving in our dyslexia program.

We will have an established Dyslexia data review team, which will analyze data every 9 weeks for progress. They will look at either benchmark data (BAS) or the percentage mastery in the DIP program, and access the percentage mastery from the individualized computer programs for each student. The data will determine strengths and weaknesses in the intervention program. Along with the intervention data collection, the review team will look at student grades, accommodations, and attendance data to determine if there were any other areas that contributed to lack of progress on IAP goals, with progress in classroom achievement, or progress in the dyslexia program. The Dyslexia data review team will make recommendations and insure that adjustments are in place.

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

County-district number or vendor ID:020906

Amendment # (for amendments only):N/A

Statutory Requirement 1: Describe how the program will incorporate evidence-based and research-based design and how the program will include effective use of technology. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program will include the annual screener, the Shaywitz Dyslexia Screener, created by Dr. Sally Shaywitz, a global leader in dyslexia. It emphasizes phonological, linguistic, and academic performance based on teacher observations. It is evidence-based screening tool that identifies students who are at risk for dyslexia.

The students will participate in regular progress monitoring utilizing the BAS (Benchmark Assessment System) developed by Fountas and Pinnell. The Fountas & Pinnell Benchmark Assessment Systems are accurate and reliable tools to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments.

The intervention used by the district is the DIP (Dyslexia Intervention Program). The Dyslexia Intervention Program was written by ESC Region 4. It is based on Orton-Gillingham and other sources including Scottish Rite Dyslexia Programs, Project Read, Neuhaus, Lawrence Greene and Bernice Bragstad's Study Skills.

In addition, the district will have an additional computer lab with Ipad for the students. The computer lab will have an evidenced self-paced program the 'Academy of Reading'. It is an intensive, online intervention program for struggling readers. This dynamic program instructs students in the five critical areas of reading – Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. Ongoing assessment and progress monitoring provide data to inform instruction and show students' reading progress. This is correlated to the STAAR assessment in Texas.

The district will use classroom Ipads for teacher directed lessons with the Ispire application. This incorporates multisensory lesson that are teacher led and pushed out to the classroom. This is common core aligned with scope and sequence. In addition, we will have RAZZ kids for leveled reading with over 400 interactive books with quizzes. This can be used via the Ipad application or on desktops at school or at home.

Statutory Requirement 2: Describe how the program will collect empirical data on student achievement and improvement and use that data to support effective program implementation. The applicant should describe the process by which baselines for these metrics will be established. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All of the students will be screened at the end of the year in grades K-3 to establish the students at-risk for dyslexia. The Dyslexia team will review this group and make recommendations for those students that need to move forward in the evaluation process.

We will collect the BAS data three times during the school year and will be able to determine progress with classroom instruction by teacher and grade level. In addition, we will be able to use the data from those students in the dyslexia program to gather data on classroom achievement via the BAS.

The dyslexia program will have the percentage of mastery in the DIP program for each student. The students will have their beginning level of mastery in the program with progress assessed every 9 weeks. This will be compared to the end of the year mastery level for percentage of growth within the program intervention.

The district will be able to use this data to determine effectiveness of classroom instruction with the current reading curriculum along with effectiveness of the DIP intervention system in our dyslexia program.

As a result, the district will have beginning of the year baseline in reading via the BAS, then given at the end of the year for percentage mastery. The DIP program will have the percentage mastery at the beginning of the year with progress measured every 9 weeks; then, the final percentage mastery will be determined at the end of the school year. The Dyslexia screener will be administered at the end of the year for all students. This score will be compared to the previous year's screening score for each student to check for progress after one year of intervention.

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

County-district number or vendor ID: 020906

Amendment # (for amendments only): N/A

Statutory Requirement 3: Describe how the program will incorporate parental support and collaboration. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Parental Support and collaboration is essential to the success of the Dyslexia Program. To facilitate this relationship, monthly parent workshops will be conducted by one of the four Trainer of Trainers. The workshops will be held at the elementary campus, with the entire family invited for a hands-on demonstration of early literacy skills for all students, with specific strategies for dyslexic students embedded in the presentation.

For future development, within the next school year, 2019-2020, families will be offered adult literacy classes to enhance their ability to support and assist their emerging readers. Targeting the parents of younger children will assist in the larger strategy of the Dyslexia grant.

The district will have monthly parent meetings for training in literacy development with young children. This program will be highlighted at the elementary level at the various functions like Parent Teacher meetings, the Fall festival, Spring Fling, etc.).

The parents meetings will include literacy training and high interest books that the parents can use at home to assist their children with early reading skills.

We will have teachers that are trained in early intervention and dyslexia identification to conduct these meetings with our parents.

The district will include the school library with monthly happenings for the community and work toward having a school wide reading program that partner with the community.

Statutory Requirement 4: Describe how the proposed program will reflect the diversity of the state and how the program can be replicated for students statewide. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will include our EE/PK program along with our local Head Start, private school, and daycares. By including these different programs the district will be including students of families below the poverty line, homeless, foster children, students with disabilities, ESL students, and students from families of the military and/or first responders. The district will begin with baseline data with our end of the year screenings this school year for grades K-1. As our students move through the program, we will have progress monitoring with the use of the BAS each school year for pre/mid-year/post-year data. These three measures along with the individual progress reporting from our supplemental computer instruction will provide standardized data for measuring student progress and would be available for replication.

The district will be able to use the baseline data gathered from the 17-18 screenings to track the current needs of students and the number of dyslexia referrals longitudinally. As we screen each concurrent year after the implementation of the family, community, and early childhood component portion of our intervention, the district will be able to track the number of students needing evaluation and/or intervention with the specialized dyslexia program in grades K-3. This will allow the district to see efficacy of the program and the standardized progress measures will provide the data to support replication for this program.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 020906

Amendment # (for amendments only): N/A

TEA Program Requirement 1: Describe how the program will use innovative approaches to effectively address the unique academic and functional needs of students with dyslexia. Applicants may focus on new and innovative practices, new and innovative ways to remove barriers to effective implementation of accepted practices, or both. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This program will incorporate targeted training in dyslexia and dyslexia characteristics with the classroom teachers from EE-3. Our core group of trained ELAR teachers will become our trainer of trainers with our campus teachers to assist with the implementation of direct reading instruction that incorporates the needed supports for our students with dyslexia. Our trainer of trainers will expand this training to include our local Head Start program, the Sweeny Christian School, and local daycares. We will be including books that are of high interest for students at each age level to encourage interest in reading.

We will expand our program beyond the school to include monthly meetings with parents and the resources and training for parents to use in the home environment. This will include books of high interest for students at all age levels from 3-9.

Our daily intervention, program consisting of small group intervention with DIP materials, will be expanded to include a self-paced computer program along with Ipad Application activities to be utilized during free time or during independent work time at school.

The addition of a trained dyslexia teacher will allow us to expand our small group intervention with DIP. We hope to reduce the ratio in our small group interventions and this will allow us to serve more students in a timely manner. We currently have one teacher trained on staff to evaluate students for dyslexia. We will expand this to include training to two teachers per grade level from 1-3 and include a LSSP. We will utilize these personnel to have a dyslexia assessment team. This will support the need for dyslexia/special education evaluations as per the new corrective action plan from TEA. This will provide for improved evaluation in the areas of dyslexia along with related disorders.

The addition of an annual screener for all students in grades K-3 will allow for earlier identification of students with dyslexia. The additional evaluation personnel and dyslexia teacher will allow the district to have earlier identification of students with dyslexia and quicker intervention for these students.

The addition of the outreach program in early literacy in community programs and in the home environment should help increase the skills needed for early reading and reduce the amount of student referrals in the future.

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

County-district number or vendor ID: 020906

Amendment # (for amendments only): N/A

TEA Program Requirement 2: Describe coordination of services with private or community-based providers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Coordination of services with the two largest community based partners, Head Start and Sweeny Christian School, have a Memorandum of Understanding in place with Sweeny ISD. The MOU formalizes the relationship and expectations for each party.

The smaller of the community partners, the local day cares, will not require a formalized agreement, since we will be offering dyslexia/literacy training at no cost and no other services will be provided.

The Community Outreach plan for professional development encompasses two summer training sessions, one in 2018, and one in 2019. Each summer session will consist of 4 major topics, with a minimum of 2 hours training each. Sessions will be offered during weeknights and two Saturdays for each summer session, allowing for flexibility so that the the staff of the respective entities can attend.

The schedule will be published in advance, with heavy distribution including flyers, social media, personal contacts, and newspaper ads. The training will be provided by six of the Trainer of Trainers, who have been trained with grant funds from the Dyslexia Grant.

The training will be free of charge and allow for a Certificate of Completion to each of the individuals who successfully complete the training.

To further enhance the relationship, these entities will also be invited to the monthly Parent Workshop Meetings, in order to observe and employ the strategies demonstrated.

As evidenced by the above referenced plan, Sweeny ISD plans to engage the community in a strong relationship for the benefit of our children.

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