

**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 <small>Write NOGA ID here:</small>
Grant Period:	August 28, 2017, to July 31, 2019	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2017 JUL 12 PM 2:20</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED TEXAS EDUCATION AGENCY</div> </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: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
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 #		
La Joya Independent School District	108912-004	Benito Juárez Abraham-Lincoln High School			
Vendor ID #	ESC Region #		DUNS #		
746001550	1		024102451		
Mailing address	City	State	ZIP Code		
7801 West Mile 7 Road	Mission	TX	78574		
Primary Contact					
First name	M.I.	Last name	Title		
Maria	I	Solis-Marichalar	Principal		
Telephone #	Email address		FAX #		
956-323-2890	m.marichalar@lajoyaisd.net		956-323-2891		
Secondary Contact					
First name	M.I.	Last name	Title		
Clarita		Fajutag	Art Teacher		
Telephone #	Email address		FAX #		
956-323-2890	c.fajutag@lajoyaisd.net		956-323-2891		
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
Dr. Alda	T	Benavides	Superintendent Of Schools
Telephone #	Email address		FAX #
956-323-2000	a.benavides@lajoyaisd.net		956-323-2010
Signature (blue ink preferred)		Date signed	

Only the legally responsible party may sign this application.

701-17-101-020

Schedule #1—General Information

County-district number or vendor ID: 108-912-004

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108-912-004

Amendment # (for amendments only):

Part 1: Required Attachments

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

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Portfolio Plan Questionnaire	Applicants must use the template posted on the TEA Grant Opportunities page to self-assess the district's portfolio plan.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108-912-004

Amendment # (for amendments only):

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

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 108-912-004

Amendment # (for amendments only):

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

As a LEA classified as an Improvement Required Campus, and or, Title I Low-Performing School, Juarez-Lincoln High School (JLHS), a campus consisting of 2,606 students and 965 English Language Learners as per 2016-2017 school year October snapshot, respectfully requests the assistance of TEA in the implementation of a School Redesign Program beginning in 2017 and ending in 2019, under the following program authority: Every Student Succeeds Act (ESSA), Public Law (P.L.) 114-95, Title I, Part A, Section 1003, School Improvement.

JLHS's School Redesign Program focuses on the most fundamental and essential aspects of an effective functioning institutional entity that caters to the educational, emotional, and physical needs of a large population of English Language Learners. By focusing on the implementation of key goals, JLHS aims to improve overall campus performance, address student achievement, implement sustainable teacher effectiveness capacity and improve community involvement by implementing targeted programs such as:

- 1) Schedule reconstruction to implement small learning communities,
- 2) Building teacher capacity through targeted Professional Development for teachers that include strategies for self-sustained improvement (video lessons, consultants, specialist),
- 3) Building student capacity, and
- 4) Community involvement activities that promote individual self-improvement and goal setting

To date, JLHS has implemented a comprehensive literacy framework consisting of oral language skills that build language foundations and conversational capabilities (ex...sharing through active read alouds, practicing through guided readings that work to promote and encourage independent reading and writing). In addition to the instructional framework already in place, collaborative group work, writing to learn, questioning, scaffolding, classroom talks, and literacy groups are strategies that have been implemented in the classroom to improve student achievement. Data disaggregation has also become a constant component of every teacher/administrator meeting at JLHS and is discussed on a weekly bases to ensure best practices are in place and common assessments results are discussed. While these initiatives are taking JLHS to improvement, a bold school redesign plan is needed and will be implemented under this project grant.

School Redesign Plan

1. Reconstruction of the Freshmen Class - The School Redesign Plan will provide an opportunity for our campus to create new and improved learning environments, starting with our incoming 9th grade class. These learning environments will consist of five Small Learning Communities (SLCs) that will be composed of four teachers, one from each core (English, Math, Science, and Social Studies) and will have the same students within their cluster. This will allow the highest quality educational experience because it allows for engaging and collaborative teaching methods across contents, a structured disciplinary protocol, and a passionate climate and culture. The five proposed SLCs are:

- 1) The Ford Next Generation Learning (NGL),
- 2) Science, Technology, Engineering, and Mathematics Academy (STEM),
- 3) Law Enforcement and Career, Technology, and Education Academy (CTE),
- 4) Business Education Academy (BEA), and the
- 5) Performing Arts and Sports Academy

These five academies will work to empower students to think critically, reflectively, and apply their knowledge and skills to a greater context. Students involved in these learning communities will receive project-based instruction via a highly integrated curriculum and develop relationships with the school community, higher education, and technical and business partners. Core teachers who are selected to participate in these five learning communities will be required to attend Saturday powerful planning periods, follow systematic process protocols, maintain current student data and planning records, and actively participate in content enrichment professional development which will be appropriately compensated under the additional duty pay incentive with grant funds.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 108-912-004

Amendment # (for amendments only):

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

2. Building Teacher Capacity - JLHS's School Redesign Plan goals include building teacher capacity in order to increase literacy skills, reading comprehension, oral language and conversation proficiency, purposeful writing, student engagement and rigor across the board by optimizing learning supports and developing effective learning environments to enhance student success. With the assistance of the 2017-2019 School Redesign Grant, JLHS and the University of Texas Rio Grande Valley (UTRGV), our School Redesign Partner, will provide opportunities to enhance our teacher's through in and out-house trainings on Sheltered Instruction Observation Protocol, Reading and Writing Strategies, Excellence in Every Classroom, Working on the Work, and Unpacking the Texas Essential Knowledge and Skills Workshops, provided by diverse professional trainers who will be employed as consultants from educational entities such as Region One, Kagan, Lead4ward, Schlechty Center, and professors from UTRGV. Teacher stipends to attend these trainings will be provided through different grant funds in order to maximize the funding of the School Redesign program. For the implementation of the effective instructional strategies listed above, JLHS will also seek to acquire instructional resources such as Springboard, Measuring Up, and Writing Coach, as well as other consumables, bulletin boards, and supplies to enhance instruction. This will include enhanced computer software and online enrichment programs such as NewsELA, IXL, Reading Theory, Edmodo, webworks and Blackboard, in order to provide students with the 21st century technology skills while addressing academic weaknesses. Current PLC planning is used for data analysis. This will be restructured so that all departments get the most benefit out of that time. By using PLC time to model effective lessons and strategies by master teachers, read articles and studies related to content and instruction, participate in Edcamp discussions where teachers lead a conversation on school related topics, and bring outside assistance of experts to train the departments on effective strategies, PLC time will be powerfully restructured to improve teaching and learning at JLHS. Through this project, a PLC planning room will also be designated and equipped with all the necessary technology for powerful planning, such as cameras so master teachers, and teachers with good classroom management, can record their lessons and archive them onto a Google Drive library. These videos will be accessible to all campus teaching staff so that they can be view during PLC time, in order to expand our teacher's capabilities and methods for classroom management. This new way of lesson modeling will maximize the use of technology and time, as well as provide sustainability to the project since teachers for years to come can utilize these videos as professional development when they need assistance in lesson development, classroom practices, etc. The department chairs for English and Math will also have extra time in their schedules to co-teach with teachers. This will allow for closer and more deliberate collaboration.

3. Building Student Capacity - Transition Summer Academies will be implemented to support and build up incoming 8th graders who failed their STAAR for Reading and Math. They will consist of a two week program that will expand vocabulary, revisit grammar, and develop reading and writing skills. Math will focus on their own foundational skills as well. Although mandatory, students will be incentivized for their participation through items such as team shirts and stress relieving gadgets. Highly effective teachers will be recruited for this program (based on their STAAR performance), and will be provided with Chromebooks in order to engage students in innovative activities that require the use of software such as NewsELA, IXL, Reading Theory, and APEX. The tentative Transition Summer Academy schedule is as follows:

8:00 - 8:30 / Breakfast

11:30-12:00 / Lunch,

8:30 - 9:30 / Language Development,

12:00-1:00 / Math Skills 2,

9:30 - 10:30 / Reading for Success,

1:00-1:30 / Bus Dismissal,

10:30 - 11:30 / Math Skills 1,

1:30 - 2:30 / Power Planning

4. Community Involvement - Community Walks will be conducted to provide teachers with the opportunity to visit homes of students who have failed to report to school, or who are having discipline issues. Buses to transport teachers will be scheduled during inservice days. Teacher/Parent communication will be addressed by providing teachers with headsets to utilize Google Voice to contact parents. Due to the lack of enough landlines at JLHS and the lack of cell service in the area, this will be an easier, more immediate, and less time consuming method of calling home to engage parents in community events, open-house, and disciplinary assistance.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 108-912-004			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	\$	\$285,359 year1 \$285,359 year2	\$	\$570,718
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$119,499 year1 \$79,499 year2	\$	\$198,998
Schedule #9	Supplies and Materials (6300)	6300	\$	\$75,000 year1 \$75,000 year2	\$	\$150,000
Schedule #10	Other Operating Costs (6400)	6400	\$	\$16,000 year1 \$16,000 year2	\$	\$32,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$152,280 year1 \$21,000 year2	\$	\$173,280
	Consolidate Administrative Funds				<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs (Restricted Indirect Cost at 1.305%):			\$	\$648,138 year 1 \$476,858 year 2		\$1,124,996
Percentage% <u>indirect costs</u> (see note):			N/A	\$8,458 year 1 \$6,223 year 2	\$	\$14,681.
Grand total of budgeted costs (add all entries in each column):			\$	\$1,139,677	\$	\$1,139,677

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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By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 108-912-004

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Cost	Implementation Cost	Total Budgeted Cost
Academic/Instructional						
1	Teacher			\$	\$	\$
2	Educational aide			\$	\$	\$
3	Tutor			\$	\$	\$
Program Management and Administration						
4	Project director			\$	\$	\$
5	Project coordinator	1		\$	\$75,000 year1 \$75,000 year2	\$150,000
6	Mathematics Specialist	1		\$	\$55,000 year1 \$55,000 year2	\$110,000
7	English Language Arts Specialist	1		\$	\$55,000 year1 \$55,000 year2	\$110,000
8	English Language Learners Specialist			\$	\$	\$
9	Secretary/administrative assistant	NA		\$	\$	\$
10	Grant accountant/bookkeeper	NA		\$	\$	\$
11	Evaluator/evaluation specialist	1		\$	\$5,000 year1 \$5,000 year2	\$10,000
Auxiliary						
12	Counselor			\$	\$	\$
13	Social worker			\$	\$	\$
14	Community liaison/parent coordinator			\$	\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)						
15						
16						
17						
18						
19						
20						
Other Employee Positions						
21	Title			\$	\$	\$
22	Title			\$	\$	\$
23	Title			\$	\$	\$
24	Subtotal employee costs:			\$	\$190,000 year 1 \$190,000 year 2	\$380,000
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay (Instructional Best Practices Observations)		\$	(\$15,000 year1 \$15,000 year2)	\$30,000
26	6119	Professional staff extra-duty pay (Transition Academy)		\$	\$27,000 year1 \$27,000 year2	\$54,000
27	6121	Support staff extra-duty pay (Transition Academy)		\$	\$4,000 year 1 \$4,000 year2	\$8,000

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28	6140	Employee benefits (Fringe Benefits)	\$	\$49,359 year1 \$49,359 year2	\$98,718
29	61XX	Tuition remission (IHEs only)	\$	\$	\$
30		Subtotal substitute, extra-duty, benefits costs	\$	\$95,359 year 1 \$95,359 year 2	\$190,718
31		Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):	\$	\$285,359 year1 \$285,359 year2	\$570,718

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

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 108-912-004

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Planning Cost	Implementation Cost	Total Budgeted Cost
6269	Rental or lease of buildings, space in buildings, or land	\$	\$	\$
	Specify purpose:			
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$	\$
Professional and Contracted Services				
#	Description of Service and Purpose	Planning Cost	Implementation Cost	Total Budgeted Cost
1	Kagan Professional Development (Year 1 and 2)	\$	\$3,999 in the 1st year and \$3999 the 2nd year	\$7,998
2	Kagan Course Materials and Fees (Year 1 and 2)	\$	\$5,100 in year 1 and \$5100 in year 2	\$10,200
3	SpringBoard - ELA Foundational Teacher Institute (Year 1 and 2)	\$	\$5,400 in year 1 and \$5,400 in year 2	\$10,800
4	Lead4ward	\$	\$5,000 in year 1 and \$5,000 in year 2	\$10,000
5	UTRGV School Redesign Partnership (Year 1 and 2)	\$	\$100,000 in year 1 and \$60,000 year 2	\$160,000
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
b. Subtotal of professional and contracted services:		\$	\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$119,499 year 1 \$79,499 year 2	\$198,998
(Sum of lines a, b, and c) Grand total		\$	\$	\$
			\$119,499 year 1 \$79,499 year 2	\$198,998

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

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 108-912-004		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:	\$	\$75,000 year1 \$75,000 year2	\$150,000
Grand total:		\$	\$75,000 year 1 \$75,000 year 2	\$150,000

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: 108-912-004		Amendment number (for amendments only):		
Expense Item Description		Planning Cost	Implementation Cost	Total Budgeted Cost
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$	\$	\$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$	\$	\$
	Specify purpose:			
6413	Stipends for non-employees other than those included in 6419	\$	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$	\$16,000 in the 1st year, \$16,000 in the 2nd year	\$32,000
Grand total:		\$	\$16,000 year 1 \$16,000 year 2	\$32,000

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: 108-912-004				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	\$	\$	\$
66XX—Computing Devices, capitalized						
2	Desktop Computers for PLC	36	\$ 705	\$	\$25,380 year 1	\$ 25,380
3	Chromebooks for Summer Transition Academy	300	\$ 229	\$	\$ 68,700 year 1	\$ 68,700
4	Colored Printer for PLC Room	2	\$ 600	\$	\$ 1,200 year 1	\$ 1,200
5	Video Cameras for Lesson Modeling	10	\$ 500	\$	\$ 5,000 year 1	\$ 5,000
6	Camera Bag	10	\$ 35	\$	\$ 350 year 1	\$ 350
7						
8			\$	\$	\$	\$
9			\$	\$	\$	\$
10			\$	\$	\$	\$
11			\$	\$	\$	\$
66XX—Software, capitalized						
12	NewsELA (Per Year)	1	\$11,000	\$	\$11,000 year 1 \$11,000 year 2	\$22,000
13	IXL Licenses	2	\$10,000	\$	\$10,000 year1 \$10,000 year2	\$20,000
14			\$	\$	\$	\$
15			\$	\$	\$	\$
16			\$	\$	\$	\$
17			\$	\$	\$	\$
18			\$	\$	\$	\$
66XX—Equipment, furniture, or vehicles						
19	Chromebook Carts	12	\$ 1,600	\$	\$ 19,200 year	\$ 19,200
20	Tripod	10	\$65	\$	\$ 650 year 1	\$ 650
21	Headsets (Google Voice)	150	\$72	\$	\$ 10,800 year 1	\$ 10,800
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:				\$	\$152,280 year 1 \$21,000 year2	\$173,280

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: 108-912-004										Amendment # (for amendments only):					
Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population <u>to be served</u> 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	2476	98.96%	Expected population in 2017-2018 is 2502 students and % based on TAPR 2015-2016												
Limited English proficient (LEP)	936	37.41%	% based on TAPR 2015-2016												
Disciplinary placements	107	4.30%	% based on TAPR 2014-2015												
Attendance rate	2151	86.00%	% based on TAPR 2015-2016												
Annual dropout rate (Gr 9-12)	87	3.50%	% based on TAPR 2014-2015												
Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type:		<input type="checkbox"/> Public			<input type="checkbox"/> Open-Enrollment Charter			<input type="checkbox"/> Private Nonprofit			<input type="checkbox"/> Private For Profit			<input type="checkbox"/> Public Institution	
Students															
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
										821	613	609	459	2502	

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Schedule #13—Needs Assessment

County-district number or vendor ID: 108-912-004

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.

Juarez Lincoln High School's campus leaders and teachers analyzed TELPAS, STAAR, TAPR, Accountability, SACS, and benchmark reports to determine the needs of our students. Through analysis of the data we have identified the highest need to be in our LEP population. Our Limited English Proficient population had a passing rate of 13% for our Spring 2017 STAAR EOC English I administration and 11% for the Fall 2016 STAAR EOC English I administration.

LEP population at Juarez Lincoln High School had a passing rate of 8% for the Spring 2017 STAAR EOC English II administration and 12% for the Fall 2016 STAAR EOC English II administration.

This is especially important given that of 33.4% of our student population has been identified as Limited English Proficient. From the analysis of the TELPAS Summary Report, we found that 26% of our 9th grade students progressed one proficiency level from 2016 to 2017 and 0% progressed two or more proficiency levels. 35% of our 10th and 11th grade students progressed one proficiency level from 2016 to 2017 and 1% progressed two or more proficiency levels. 40% of our 10th grade students progressed one proficiency level from 2016 to 2017 and 0% progressed two or more proficiency levels.

Through the implementation of School Redesign and PLCs, Juarez Lincoln High School administration seeks to increase student performance on the STAAR EOC English I and II by 10% each for each administration and increase the amount of students progressing one proficiency level for each grade level on TELPAS from the 2017 to 2018 administrations. The goal is also to have 10% of Juarez Lincoln High School students progress by two proficiency levels for each grade level on TELPAS from the 2017 to 2018 administrations.

One of the tools to evaluate the needs at Juarez Lincoln High School was the report provided to by The Southern Accreditation of Colleges and Schools (SACS). The report performed by the External Review Team revealed that in the classes teachers and student are communicating in Spanish in non-Spanish courses.

ELL students at the Juarez Lincoln High School Academies had a passing rate for the STAAR EOC English I and II very similar to that of the campus as a whole thus indicating that while they have a strong established PLC, they need to redesign their PLC to better address the needs of our LEP population as the campus does.

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Schedule #14—Management Plan					
County-district number or vendor ID: 108-912-004				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.	Project Coordinator	Master's Degree from an accredited university, Minimum 3 years of teaching experience, 2 years minimum administrative experience.			
2.	Kagan Professional trainers	Dedicated professional who knows what works and how to boost engagement and learning with practical and proven strategies with a minimum of 3 years of working as a Kagain Professional trainer			
3.	Instructional specialist	Has taught for 3 or more years, masters degree preferred..He/She will assist the Project director who will report to Dean of Instruction and has experiences in instruction and curriculum design. Specialist will provides content strategies and supports to teachers.			
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.	Monitor ENG I and ENG II LEP Progress	1.	Students test Reading Renaissance (STAR)	08/28/2017	08/2019
		2.	Online programs will assist students' literacy skills	08/21/2017	08/2019
		3.	Analyze data from online programs (every 3 weeks)	09/11/2017	08/2019
		4.	Online programs will be increasing the rigor and level over time as the student progresses.	10/02/2017	08/2019
		5.	Monitor reading levels through STAR	11/13/2017	08/2019
2.	Monitor TEPAS performance	1.	Teachers will review how 4 domains of language	08/14/2017	08/2019
		2.	Analyze student profile report TELPAS scores	08/14/2017	08/2019
		3.	Identify students' needs	08/14/2017	08/2019
		4.	Monitoring English learning progress	08/21/2017	08/2019
		5.	TELPAS Writing Sample collection and reading test	02/2018	04/2019
3.	Monitor Professional Learning Communities (PLC)	1.	Train PLC leaders on PLC meetings protocols	08/2017	08/2019
		2.	Establish a set meeting location with a timeline	08/2017	08/2019
		3.	Professional development/content enrichment	09/2017	08/2019
		4.	Equip PLC room with computers, copier, printer	08/14/2017	08/2019
		5.	Establish protocols for instructional practices	08/14/2017	08/2019
4.	Transition Summer Academy	1.	Identify 8thgr who failed Reading STAAR Math EOC	04/23/2018	08//2019
		2.	Focus on literacy, mentoring & heritage of ELL's	08//2019	08//2019
		3.	Help students understand their reading & lexile level	08//2019	08//2019
		4.	Focus on understanding words, and language, Focus on constructing meaning in English	08//2019	08//2019
		5.	Hire expert teachers in Reading & English Focus on course development & differentiated inst.	08//2019	08//2019
5.	Instruction & Curriculum	1.	Train teachers on research based strategies 1/mth	08/2017	08/2019
		2.	Train teachers in planning and instruction using the Common Inst. Framework and WOW quality design	08/2017	08/2019
		3.	Meet with PLCs to Practice/rehearse strategies and best practices	08/2017	08/2019
		4.	Plan embed into lesson plans & implement	08/2017	08/2019
		5.	Provide feedback and share what worked and what didn't work	08/2017	08/2019
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.					
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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108-912-004

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.

Current intervention efforts in place at JLHS that will maximize the effectiveness of grant funds are:

- Professional Learning Communities:(not full school implementation), were implemented last year but had mixed results. Hence, why we seek to restructure, retrain, and better equip teachers so that all departments achieve the same level of success. The grant will be used for professional development to improve teachers effectiveness on strategies that will be implemented cross-curriculum.
- Project Based Learning: which started in the Academies, was not faithfully spread out across campus because of the lack of training, direction and resources and we want to implement it schoolwide.
- Advisory/Intervention Period: where students were either engaged in independent reading or received targeted instruction. The new campus-wide shift towards NewsELA will help address the growing need for our students to read Informational/Expository pieces of writing.
- Curriculum/Assessment: teachers meet by grade level team and create a curriculum course of unit students will read, write, create, present and most of all, learn and grow.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 108-912-004

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.	STAAR EOC English I and English II benchmarks	1.	An increase in performance by subject of 10% for the Fall.
		2.	An increase in performance by subject of 10% for the Spring.
		3.	
2.	STAAR EOC English I and English II examinations	1.	An increase in performance by subject of 10% for the Fall.
		2.	An increase in performance by subject of 10% for the Spring.
		3.	
3.	TELPAS benchmarks	1.	10% increase in students who progress at least one proficiency level.
		2.	10% increase in students who progress at least two proficiency level.
		3.	
4.	TELPAS Spring Administration	1.	10% increase in students who progress at least one proficiency level.
		2.	10% increase in students who progress at least two proficiency level.
		3.	
5.	Reading Renaissance	1.	Increase in reading level by over half a grade level by December.
		2.	Increase in reading level by over a grade level by May.
		3.	

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

In order to ensure program compliance and to ensure participants are served appropriately, the following data will be collected and analyzed:

- Incoming Freshmen historic data: attendance, discipline, academic (report cards) & STAAR Performance
- Student Attendance for all enrolled students
- Discipline
- Academic Achievement (STAAR, TELPAS, TSI, ACT)

The data for the STAAR exam and TELPAS will be obtained from the State of Texas Assessment of Academic Readiness Summary Report Of All Students by subject and the Texas English Language Proficiency Assessment System reports by grade level. Additional reports will be generated on DMAC to better identify areas of need for our students, specifically Limited English Proficiency students.

By intentionally analyzing data, students in need of academic intervention will be identified and provided with the help they need to succeed and reach graduation goals. This careful analysis of data provides a check and balance of project delivery that gives the opportunity to the campus to address areas that need to be modified.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108-912-004

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.

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.

Juarez Lincoln High School is identified as an Improvement Required (IR) campus. This status has forced us to be intentional in the implementation and enforcement of the School Improvement Plan, which will be developed through the following process:

- Departments across all subject areas will disaggregate their STAAR results and accompanying data, and review performance across all demographics with emphasis on LEP population. They will then devise a plan to address both strengths and weaknesses of students as per performance indicators.
- The selected staff for the Site-Based Decision Making Committee (SBDM), will then take the department plans and build a School Improvement Plan by including information from TAPR and Accountability Reports, TELPAS, and OHI and Parent Surveys.
- The School Improvement Plan will be shared with the staff in order to provide clarity in terms of direction ensuring stakeholder buy in.
- The Texas Accountability Intervention System (TAIS) and its committee that consists of the department leaders, the head counselor, the master scheduler, a testing administrator, associate principal, and principal, will map out how the School Improvement Plan will be implemented and enforced. They will create an administrative plan that will be monitored through quarterly goals.
- The Professional Service Provider (PSP) will oversee that structures, procedures, and practices are set in place and reports are provided to TEA and/or Department of Education every quarter to ensure compliance.

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

County-district number or vendor ID: 108-912-004

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.

La Joya ISD will monitor the funds for Juarez-Lincoln High School through:

- Federal Program Department Director and its director
- Site-Based Decision Making Committee
- Campus Improvement Plan
- Campus Administrators:
 - Walkthroughs
 - Surveys
 - T-TESS

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.

In order to ensure program success, an external school redesign partner that is able to address the needs of our student population was selected. The selected external school redesign partner, The University of Texas Rio Grande Valley UTRGV, who will represent the campus, was selected based on the qualifications of its staff members, Dr. Roberto Zamora, Dr. Federico Guerra and Dr. Jesus Abrego all of which have extensive experience in Educational Leadership, possess Doctoral Degrees in Educational Leadership and have experience working with low performing schools. Additionally, Dr. Roberto Zamora is an Assistant Professor at UTRGV Department of Organization and School Leadership and has extensive experience as follows: Assistant Professor, University of Texas Rio Grande Valley (September 2015), Partner, Institute for School Excellence (September 2005 - August 2012), Regional Director, Texas Migrant Head Start Program, Texas Migrant Council (Current Name - Teaching and Mentoring Communities) (March 2003 - January 2004), Executive Director, Region One Education Service Center (September 1994 - February 1997), Executive Assistant to the Commissioner of Education, Texas Education Agency (July 1992 -September 1994), Deputy Executive Director, Region One ESC (January 1985 - April 1987) Director, Administrative Services Education Service Center, Region XX, San Antonio (August 1979- June 1980) Executive Assistant to the Director of the Division of Program Evaluation and to the Director of the Division of School Accreditation, Texas Education Agency (August 1977 - July 1979). Additionally, Dr. Zamora has published the following Journal articles: Roberto Zamora. The Impact of Organizational Health on Student Achievement in a High Needs District. *Journal of Studies in Education*. 6, no. 3 (August 2016): 149 -167. Roberto Zamora and Rosalinda Hernandez. The Impact of Organizational Health on Student on Student Achievement in a High Needs District. *The Impact of Organizational Health on Student Achievement n a High Needs District*. 6, no. 3 (August 2016): 149 - 167. Roberto Zamora and A. Benavides. Creating a Quality District: A Systems Perspective. *Journal of Quality Learning*. 8, no. 3 (April (2nd Quarter/Spring) 1999): 10-13. Roberto Zamora. The Administrators Appraisal Process. *Insights, Texas Association of School Administrators*. (1990): 20-23. Federico Guerra, Roberto Zamora, Francisco Guajardo, Velma Menchaca-Ochoa, Engaging in Transformative and Culturally Competent School Leadership. No. Federico Guerra, Roberto Zamora, Veronica Castro, Karen Watt, School Principals' Management of Behavior and Physiological Stress in the Workplace, Roberto Zamora and Rosalinda Hernandez. The Relationship Between Organizational Health and Student Achievement . Federico Guerra, Roberto Zamora, Karen Watt, Superintendent Recommendations for Changing Principal Preparation Programs to Address the Identification of Students with Psychological and Emotional Needs of Children in Schools.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108-912-004

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.

In order to meet and align other Federal, State, and local resources to carry out the activities proposed under this grant, La Joya Independent School District - Juarez Lincoln High School and its campus-based committees, will analyze mixed-methods data in the following programmatic areas: DMAC, Agile Mind, Brain Pop, Communities in School, Family Literacy Program, Fast Forward, iStation, Math Renaissance, Multimedia, Pearson Digital, Read 180, Reading Renaissance, Scholastic Red, Valued Youth Program and WOW.

Federal, State and local resources will be utilized to maximize grant funds provided and to supplement, not supplant existing program. Example: Under School Redesign, teachers will be required to attend Professional Development outside of their contract days (before school, after school, Saturdays and/or summer). Professional Development consultants will be secured through School Redesign funding; however, teachers will be provided a stipend to attend the professional development using other funding sources.

Additionally, the following departments will provide resources to ensure alignment of grant activities and requirements are met: Parental Involvement, Migrant Department, Professional Development, Inst. Technology Department, Bilingual Department, Safe and Drug Free Schools, Academics Department, Adv. Academic Serv. Dept., CTE Department, 504/Dyslexia Department, Early Childhood Department, Special Ed. Department, Safety and Security, Drop-Out Prevention Dept., and Federal Programs.

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 Grant Writing/Overseeing Committee will modify practices and policies in order to ensure the effective implementation of the plans by:

- working with department leaders who have a pulse on their respective department, and can provide adequate feedback from their teachers.
- meeting bi-weekly after school in order to address and discuss the ongoing implementation of plans and interventions.
- working closely with our Grant Coordinator in order to properly assess the ongoing redesign plan.
- including our partnering school, the University of Texas Rio Grande Valley, and its representative in our meetings in order for them to more adequately provide the support needed through the school year.

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

County-district number or vendor ID: 108-912-004

Amendment # (for amendments only):

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

The school redesign plan incorporates evidence based strategies through:

- The restructuring and redesign of our Professional Learning Community (PLC) so that it is well-developed and can better impact teacher capacity and student learning. PLCs have shown to have little to no impact on a school's success if they are not well-developed and lack the proper organization.
 - Through this grant, PLCs will be more intentional and aside from data disintegration, will include: the modeling of effective lessons and strategies by master teachers, the reading of articles and studies related to content and instruction, Edcamp discussions where teachers lead a conversation on specific school related topics, and the outside assistance of experts that will come in and train the departments on effective strategies.
 - Our partnering school, UTRGV, will assist through their own staff and the support and guidance they can bring in.
 - We also wish to better equip designated PLC rooms with updated desktop computers, a copy machine, printers, a document camera, and other equipment to facilitate proper planning.
- the expansion of more Project Based Learning which most studies have shown has a positive impact on learners, especially when it comes to self-motivation and collaboration.

Because of the size of our staff, and the lack of equipment and technology available, teachers struggled to effectively devise project based lessons that incorporated technology. Through this grant we wish to increase this availability of Chromebooks, which will also used for the Summer Transition Academy.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108-912-004

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.

Juarez-Lincoln High School believes every student will graduate college and career ready. We commit to this vision by:

- offering college readiness for EOC failures
- targeting weak skills through EOC camps within the day
- providing English I supplement through reading classes for incoming 9th graders
- making adjustments to the EOC curriculum based on item analysis
- implementing team teaching opportunities for new and beginning teachers
- collaborating with reading consultants
- bringing in Region One experts and trainers
- supplementing instruction with Sylvan tutors
- reinforcing instruction through pull-out camps with the assistance of district coordinators
- involving parents through parent committees and roundtable discussions
- supporting and recognizing our students achievements in extracurricular activities
- working with outside consultants to better equip our English teachers
- expanding our availability of technology and online software

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

County-district number or vendor ID: 108-912-004

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.

The development of the school redesign involved the input and collaboration of:

- Maria Belem Leal - *District Grant Coordinator*
- Dr. Roberto Zamora - *Professor, UTRGV Representative*
- Santos Palomo - *Academy Director*
- Clarita Fajutag - *Assistant Principal, Math Administrator*
- Liana Torrez - *Assistant Principal, Testing Coordinator*
- Lynette Guerra - *Head Counselor*
- Emmanuel Pacheco-Solis - *Teacher, English Department Chair*
- Lolita Gerardo - *Master Teacher*
- Brianda Salinas - *Teacher*
- Katrina Alaniz - *Teacher*

The school redesign plan addresses our campus' need to build the capacity of our teachers, and help assist our high number of LEP students in an economically disadvantaged community:

Restructuring Suitable Learning Community

- Learning Communities - arrange the 9th grade students into communities where they share the same core teachers, secretary, counselor, and admin in order to be more intentional when it comes to collaboration
- Building Teacher Capacity
 - Staff Developments - more trainers, including staff from UTRGV, will be brought to engage and build up our teachers and their teaching practices
 - PLC Redesign - there will be a more intentional restructuring so that all departments get the most benefit out of that time
 - PLC Room - equip a room with all the necessary equipment (cameras, printers, desktops, bulletin/calendar boards, etc.) in order to facilitate data disintegration, planning, and collaboration.
- Building Student Capacity
 - Transitional Summer Academies - will address incoming 8th graders through a two week academy that expands vocabulary, revisits grammar, and develops their reading and writing skills. Students will be selected from the incoming 8th graders who failed their STAAR.
 - Project Based Learning - by increasing the availability of technology, we will facilitate and help foster a PBL environment.
- Community Involvement
 - Community Walks - selected teachers will be taken during in-service days to visit the homes of students who have failed to report to school, or who are having discipline issues.
 - Google Voice - equip our teachers with headsets to facilitate parent contact

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

County-district number or vendor ID: 108-912-004

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 redesign model has been chosen to be implemented at Juarez-Lincoln High School because:

- La Joya ISD continues to grow and the school needs to remain open in order to accommodate our students
- our principal is new since her assignment to the campus is under the two year mark
- growth has been made from the previous year, and we would like to supplementary assistance in order to continue that progress and fulfill our commitment to our students

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

County-district number or vendor ID: 108-912-004

Amendment # (for amendments only):

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

☒ Phase-in Redesign

☐ Whole-School Redesign

TEA Program Requirement 4b: Describe the rationale for choosing the selected implementation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The PHASE-IN redesign model has been chosen to be implementation plan at Juarez-Lincoln High School because:

- Phase-In implementation model will allow Juarez Lincoln High School's teachers and staff to implement, monitor, and adjust the project as needed in a timely manner, which will prevent any confusion or unforeseeable conflicts from arising.

By taking a phase in approach, administration will be able to monitor in a more feasible way that the program goals and milestones established to ensure students success are progressing, teachers are improving in curriculum delivery and campus overall performance improves as planned. If goals do not progress as expected, it will be easier for the campus/administration to implement changes and modify the program to ensure success as the rest of the campus moves into implementation.

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

County-district number or vendor ID: 108-912-004

Amendment # (for amendments only):

TEA Program Requirement 5a: Select the designated school redesign operational flexibility plan. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Alternative Management

☐ Campus Charter

☐ District of Innovation

☒ Applicant Assurance

TEA Program Requirement 5b: Describe the rationale for selecting the redesign operational flexibility plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The APPLICANT ASSURANCE operational flexibility plan has been chosen to be implemented at Juarez-Lincoln High School due to:

- The La Joya ISD Superintendent, Dr. Alda T. Benavides, will be providing the necessary freedom and independence for the phase in redesign for Juarez Lincoln High School.

Providing the campus leadership with the operational flexibility necessary to implement the plan will ensure successful implementation and campus/teacher ownership.

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

County-district number or vendor ID: 108-912-004	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.	
<input type="checkbox"/> Planning and Implementation <input checked="" type="checkbox"/> 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.	
<p>Grant funds will be used for IMPLEMENTATION ONLY in support of the redesign plan at Juarez-Lincoln High School due to the committee already having engaged in the brainstorming, planning, and writing of the school redesign plan.</p> <p>Juarez Lincoln High School has assessed the needs of the students/campus/staff and has already taken the steps needed to create a plan of action. With the assistance of the 2017-2019 School Redesign grant, Juarez Lincoln High School will start placing into action the steps needed to bring the campus up to success. This will be through the IMPLEMENTATION ONLY model of the 2017-2019 School Redesign Grant, Pilot Cycle.</p> <p>For our budgeting, the IMPLEMENTATION costs take into the consideration the expenses of both the first and second year.</p>	

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

County-district number or vendor ID: 108-912-004

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.

In order to ensure the project initiatives promoted through this project are successfully implemented, Juarez Lincoln High School will partner with University of Texas Rio Grande Valley (UTRGV) as a school redesign partner. Through this partnership they will provide much needed support in the development and implementation of the school redesign during the next two years. Our School Redesign partner UTRGV key contacts are: Dr. Roberto Zamora, Dr. Federico Guerra and Dr. Jesus Abrego. Dr. Roberto Zamora is an Assistant Professor at UTRGV Department of Organization and School Leadership and has extensive experience as:

- Assistant Professor, University of Texas Rio Grande Valley (September 2015)
- Partner - Institute for School Excellence (September 2005 - August 2012)
- Regional Director, Texas Migrant Head Start Program, Texas Migrant Council (Current Name -Teaching and Mentoring Communities) (March 2003 - January 2004)
- Executive Director, Region One Education Service Center (September 1994 - February 1997)
- Executive Assistant to the Commissioner of Education, Texas Education Agency (July 1992 -September 1994)
- Deputy Executive Director, Region One ESC (January 1985 - April 1987)
- Director, Administrative Services Education Service Center, Region XX, San Antonio (August 1979- June 1980)
- Executive Assistant to the Director of the Division of Program Evaluation and to the Director of the Division of School Accreditation, Texas Education Agency (August 1977 - July 1979)

Additionally, Dr. Zamora has published the following Journal articles: Roberto Zamora. The Impact of Organizational Health on Student Achievement in a High Needs District. *Journal of Studies in Education*. 6, no. 3 (August 2016): 149 - 167. Roberto Zamora and Rosalinda Hernandez. The Impact of Organizational Health on Student on Student Achievement in a High Needs District. *The Impact of Organizational Health on Student Achievement n a High Needs District*. 6, no. 3 (August 2016): 149 - 167. Roberto Zamora and A. Benavides. Creating a Quality District: A Systems Perspective. *Journal of Quality Learning*. 8, no. 3 (April (2nd Quarter/Spring) 1999): 10-13. Roberto Zamora. The Administrators Appraisal Process. *Insights, Texas Association of School Administrators*. (1990): 20-23. Federico Guerra, Roberto Zamora, Francisco Guajardo, Velma Menchaca-Ochoa, Engaging in Transformative and Culturally Competent School Leadership. No. Federico Guerra, Roberto Zamora, Veronica Castro, Karen Watt, School Principals' Management of Behavior and Physiological Stress in the Workplace, Roberto Zamora and Rosalinda Hernandez. The Relationship Between Organizational Health and Student Achievement . Federico Guerra, Roberto Zamora, Karen Watt, Superintendent Recommendations for Changing Principal Preparation Programs to Address the Identification of Students with Psychological and Emotional Needs of Children in Schools. Dr. Jesus ' Chuey' Abrego is an Associate Professor of Educational Leadership at the University of Texas Rio Grande Valley. He received his Bachelor of Applied Arts and Science from the University of Texas at Pan American, a Master of Educational Administration from Southwest Texas State University-San Marcos, and received his doctorate of Education in Educational Leadership from the University of Texas at Pan American – Edinburg, Texas. He also completed doctoral work at the University of Texas at Austin, through the nationally recognized Executive Leadership Program (ELP). Prior to his work in higher education, he served as a science teacher, administrator for the Texas Education Agency in the departments of Statewide Staff Development Program with the Office of Curriculum, Assessment, and Professional Development; Middle School Education and Migrant Education. In addition, he served as an assistant principal at an inner-city urban high school, and middle school principal in Texas. He presents regularly at national and state conferences. His areas of interest and research include professional learning communities and teacher leadership. Dr. Abrego has conducted numerous professional development activities and workshops regarding the implementation and sustainability of professional learning communities for local school districts and the regional education service center. Additionally, he is currently involved with a team of university faculty in developing a masters in teacher leadership that will serve local districts. He is also working with local school districts to provide support and leadership training to teachers and principals via simulation training technology — mixed reality environment for the educational leadership program and teacher leaders. Dr. Anita Pankake and Dr. Jesus 'Chuey' Abrego coauthored the 2nd edition of *Lead with Me: A Principal's Guide to Teacher Leadership*. The book was published by Routledge, summer 2017. Dr. Pankake and Dr. Abrego were June Authors of the Month.

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

County-district number or vendor ID: 108-912-004

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.

In order to ensure the highest qualified leadership team is selected to take Juarez Lincoln High School students to an increase achievement level and improved learning environment, the campus leadership will have the autonomy to hire teachers, and staff when vacancies occur at the campus.

A campus leadership team was formed at Juarez Lincoln High School which is also assigned as the Grant Writing/Overseeing Committee. This committee was selected by the principal and leadership roles were assigned through administrative recommendations based on observations and feedback.

Additionally, in order to ensure campus leadership team is up to par with the required leadership skills needed to move Juarez Lincoln High School up to the next academic performance level, the Principal, Assistant Principals, Master Schedule, Academics Director, Associate Deans, Testing Coordinators and all core area Department Leaders will attend a Professional Learning Communities at Work Institute (3 days) during which they will have the opportunity to network with some of the most insightful minds in education and educators who have successfully led schools through the PLC process.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 1088-912-004		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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 108-912-004

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: 108-912-004

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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

County-District Number or Vendor ID: 108-912-004

Amendment number (for amendments only):

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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

County-District Number or Vendor ID: 108-912-004

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 108-912-004

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

County-District Number or Vendor ID: 108-912-004

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

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

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On this date:

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