

Texas Education Agency Standard Application System (SAS)

2017–2019 School Redesign Grant, Pilot Cycle		
Program authority:	Every Student Succeeds Act (ESSA), Public Law (P.L.) 114-95, Title I, Part A, Sec 1003, School Improvement	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	August 28, 2017, to July 31, 2019	
Application deadline:	5:00 p.m. Central Time, July 13, 2017	
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov ; (512) 463-2617	

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Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
La Joya Independent School District	108912-043	Dr. Javier Sáenz Middle School	
Vendor ID #	ESC Region #	DUNS #	
746001550	1	024102451	
Mailing address	City	State	ZIP Code
39200 Mile 7 Rd	Peñitas	TX	78576-

Primary Contact

First name	M.I.	Last name	Title
Belen		Martinez	Principal
Telephone #	Email address		FAX #
956-323-2830	b.martinez3@lajoyaisd.net		956-323-2831

Secondary Contact

First name	M.I.	Last name	Title
Annette		Lozano	Curriculum Facilitator
Telephone #	Email address		FAX #
956-323-2830	a.lozano2@lajoyaisd.net		956-323-2831

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

701-17-101-021

Schedule #1—General Information

County-district number or vendor ID: 108-912-043

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108-912-043

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: 108-912-043

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: 108-912-043

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.

Dr. Javier Saenz Middle School has been identified as a campus needing improvement and designated as a Focus campus. After evaluating each program and disaggregating student data, the School Advisory Committee comprised by teachers, parents, students and administrators met to evaluate campus needs. With the Advisory Committee's input, we concluded that Saenz MS is in need of the following:

- Additional support in the areas of building teacher/administrator capacity by
- Providing professional development,
- Instructional technology and
- Educational resources to improve the lesson design and delivery and consequently increase academic performance.

Additionally, there is a need to set high expectations, increase rigor and build a strong school culture. There is also a need to increase parental involvement to strengthen the commitment to their children's education. To continue our efforts in providing the best education for all students, we want to enhance and supplement the efforts to maximize our students' success.

The Advisory Committee also concluded that one of the key barriers faced by our students include problems associated with cultural, linguistic and economic diversity. The biggest challenge is the disproportionate number of Limited English Proficiency (LEP) and Special Education students performing below grade level and scoring below the district and state level. Additionally, the rate of absenteeism is high due to the economic status requiring students to assist at home, their home environment, and/or the need to support a new family. We also have a high mobility rate and/or students that engage in insubordinate activities due to the lack of parental support.

To address the needs of Dr. Javier Saenz Middle School students', we have chosen the Phase in Redesign Turnaround Model in alignment with the Applicant Assurance operational flexibility plan. Phase in Redesign Model will be starting full implementation in 6th grade with partial for 7th and 8th grade for 2018-2019. All grades should be in full implementation by Phase III. With this model, we aim to improve our scores by 5% on a yearly basis which will be a 15% growth by the end of Phase III.

Phase I-Baseline Data Collection and Action Planning (September 2017-December 2017)

- Phase I will be the first year of implementation which will consist of analyzing and planning with the help of the Project Manager.
- Student achievement data-Saenz MS will be using data collected from campus, district, Region 1, and the Texas Education Agency to successfully implement the program that meets the needs of our students.

DMAC Reports	I-Station
TEA Results	Reading Renaissance
Lead4ward	Progress Monitoring (BOY, MOY, EOY)
District Benchmarks	Systems 44
Teacher Observations	
TELPAS	
- Demographic data on students and faculty-We will be collecting data from all district departments that relate to our demographics with an emphasis on our weakest areas which are District Bilingual, and Special Education department for student population and students language needs. Turnover teacher rates will be collected through La Joya ISD Human Resource Dept.
- Organizational Assessment data-OHI 2016-2017 report will be used to collect data on campus culture and climate for staff members. OHI will determine school climate and areas to address.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 108-912-043

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.

- Observational data related to classroom practice and instruction-Information will be collected through district and campus learning walkthroughs, site visits and PLC's. Data will also be collected using STAAR and TELPAS results. Results will also help campus planning for effective professional development needed.
- Data on school and district processes-Conditions for School Effectiveness self-assessment with district and campus support, planning 2x week afterschool to go over lesson and students results. We will also be using Lead4ward trainings and resources to support and facilitate lessons.

Phase II-Initial Implementation and Innovation (January 2018-May 2018)

- Based on Phase I data collection, teachers will have 1 hour per week for Professional Development on a yearly basis to help them build capacity in their content areas thus resulting in students growth. They will also have ongoing training during the Phase-In Redesign Model thus ensuring all stakeholders have relevant and up to date information.
- Teachers will have 1 hours per week to do vertical planning and alignment. They will adjust lessons based on student's results and needs. Teachers will look at DMAC, Lead4ward, Progress Monitoring, I-Station, and Reading Renaissance.
- A flexible schedule that will allow Saenz MS to have a unique schedule based on students data. Having more minutes in ELA and Math classes will help us target our weakest areas: LEP and Special Education population. Students will also participate in at least two enrichment activities on a daily basis including but not limited to: dance, folklorico, band, art, computers, physical education, etc.

6 th grade		7 th grade		8 th grade	
ELA	100min.	Reading	60min.	Reading	75min.
Math	100min.	Writing	60min.	Math	75min.
Science	50min.	Science	60min.	Science	75min.
Social Studies	50min.	Social Stud.	60min.	Social Stud.	75min.
		Math	60min.		

- Plan for Saturday Accelerated Camps focusing on ELA and Math to include rotations of small groups using hands-on activities.
- Schedule monthly School Advisory Committee meetings to discuss the status and effectiveness of the program and its implementation.
- Create an incentive program to recognize students meeting their AR goal and perfect attendance.
- Padres del Pueblo monthly educational meetings to empower parents in their education, classes such as GED, Healthy Cooking, Diabetes, Substance Abuse, Helping children with homework, Interview Skills, Colonia resources, ESL classes. Partner with Communities in Schools to provide extra support and resources for students and families.
- Schedule "Reading Nights" to give parents the opportunity to read with children and plan for interactive activities and incentives.
- Schedule weekly home visits by Social Worker and Counselor for students identified with chronic absenteeism.

Phase III-Ongoing Implementation and Expanded Innovation (August 2018- May 2019)

- Based on Phase II results, teachers will continue to have weekly professional development sessions within content areas in order to maintain and continue building teacher capacity on research-based instructional strategies.
- The flexible scheduling will be in place for campus wide implementation, which includes increased learning time in the areas of reading and mathematics with two extra-curricular activities.
- Due to the previously established relationship between the redesign partner, the community, and the school continued efforts to educate the community will be implemented through Padres del Pueblo monthly educational meetings/workshops.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 108-912-043				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	\$286,835	\$286,835	\$34,300	\$608,970
Schedule #8	Professional and Contracted Services (6200)	6200	\$68,000	\$66,250	\$	\$134,250
Schedule #9	Supplies and Materials (6300)	6300	\$	\$15,000	\$	\$15,000
Schedule #10	Other Operating Costs (6400)	6400	\$	\$10,000	\$	\$10,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$26,500	\$	\$26,500
	Consolidate Administrative Funds				<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$354,000	\$404,585	\$34,300	\$792,885
Percentage% <u>indirect costs</u> (see note):			N/A	\$5,280	\$448	\$5,728
Grand total of budgeted costs (add all entries in each column):			\$286,836	\$409,865	\$34,748	\$731,449

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

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

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 108-912-043

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 (salary for 2 years)	1	1	\$70,000	\$70,000	\$140,000
5	Project coordinator			\$	\$	\$
6	Teacher facilitator			\$	\$	\$
7	Teacher supervisor			\$	\$	\$
8	Secretary/administrative assistant			\$	\$	\$
9	Data entry clerk			\$	\$	\$
10	Grant accountant/bookkeeper			\$	\$	\$
11	Evaluator/evaluation specialist			\$	\$	\$
Auxiliary						
12	Counselor			\$	\$	\$
13	Social worker			\$	\$	\$
14	Community liaison/parent coordinator			\$	\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)						
15						
16						
17						
18						
19						
20						
Other Employee Positions						
21	Academic Strategists-Reading & Math	2	2	\$110,000	\$110,000	\$220,000
22	(salary for 2 years for 2 positions)			\$	\$	\$
23				\$	\$	\$
24	Subtotal employee costs:			\$180,000	\$180,000	\$360,000
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112 Substitute pay			\$5,000	\$5,000	\$5,000
26	6119 Professional staff extra-duty pay			\$60,000	\$60,000	\$60,000
27	6121 Support staff extra-duty pay			\$	\$	\$
28	6140 Employee benefits			\$41,835	\$41,835	\$83,670
29	61XX Tuition remission (IHEs only)			\$	\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$286,835	\$286,835	\$573,670

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: 108-912-043			Amendment # (for amendments only):		
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.					
Professional and Contracted Services Requiring Specific Approval					
Expense Item Description			Planning Cost	Implementation Cost	Total Budgeted Cost
6269	Rental or lease of buildings, space in buildings, or land		\$0	\$0	\$0
	Specify purpose:				
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:			\$0	\$0	\$0
Professional and Contracted Services					
#	Description of Service and Purpose		Planning Cost	Implementation Cost	Total Budgeted Cost
1	Differentiating Instruction for ELLs/Professional Development: Will provide essential research based strategies for English Language Learners is the core areas of reading and mathematics		\$	\$5,000	\$5,000
2	Leadership and Team Building Trainers: will provide staff development to build leaders from within the campus and strengthen the team planning concept		\$	\$10,000	\$10,000
3	Family and Community Involvement Trainer: will provide workshops for parents on job skills, higher education opportunities, GED classes, citizenship classes and parenting skills.		\$	\$10,000	\$10,000
4	Region Service Center Staff Development: conduct trainings that are designed to improve teachers' and staff's leadership abilities.		\$	\$7,000	\$7,000
5	UTRGV School Redesign Partnership <ul style="list-style-type: none"> Provide Instructional support in schoold redesign, PLC, ESL Strategies, Mentorship, Leadership Training....etc. 		\$68,000	\$34,250	\$102,250
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
b. Subtotal of professional and contracted services:			\$68,000	\$66,250	\$134,250
c. Remaining 6200—Professional and contracted services that do not require specific approval:			\$	\$	\$
(Sum of lines a, b, and c) Grand total			\$68,000	\$66,250	\$134,250

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: 108-912-043		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:	\$	\$15,000	\$15,000
Grand total:		\$	\$15,000	\$15,000

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: 108-912-043		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: HESTEC Conference 2018	\$	\$5,000	\$5,000
6413	Stipends for non-employees other than those included in 6419	\$	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$	\$5,000	\$5,000
Subtotal other operating costs requiring specific approval:		\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$	\$
Grand total:		\$	\$10,000	\$10,000

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

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

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Schedule #11—Capital Outlay (6600)						
County-District Number or Vendor ID: 108-912-043				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	IPad Pro	10	\$700	\$	\$7,000	\$7,000
3	Classroom Printers	25	\$300	\$	\$7,500	\$7,500
4	LCD Projectors	20	\$600	\$	\$12,000	\$12,000
5			\$	\$	\$	\$
6			\$	\$	\$	\$
7			\$	\$	\$	\$
8			\$	\$	\$	\$
9			\$	\$	\$	\$
10			\$	\$	\$	\$
11			\$	\$	\$	\$
66XX—Software, capitalized						
12			\$	\$	\$	\$
13			\$	\$	\$	\$
14			\$	\$	\$	\$
15			\$	\$	\$	\$
16			\$	\$	\$	\$
17			\$	\$	\$	\$
18			\$	\$	\$	\$
66XX—Equipment, furniture, or vehicles						
19			\$	\$	\$	\$
20			\$	\$	\$	\$
21			\$	\$	\$	\$
22			\$	\$	\$	\$
23			\$	\$	\$	\$
24			\$	\$	\$	\$
25			\$	\$	\$	\$
26			\$	\$	\$	\$
27			\$	\$	\$	\$
28			\$	\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)						
29				\$	\$	\$
Grand total:				\$0	\$26,500	\$26,500

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: 108-912-043										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	814	99%	Data source: 17-18 District Projections											
Limited English proficient (LEP)	625	76%	Data source: 17-18 District Projections											
Disciplinary placements	30	2.3%	Data source: Skyward Database											
Attendance rate	NA	95.44%	Data source: District ADA Reports											
Annual dropout rate (Gr 9-12)	NA	%												
Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.														
School Type:		<input checked="" type="checkbox"/> Public		<input type="checkbox"/> Open-Enrollment Charter		<input type="checkbox"/> Private Nonprofit		<input type="checkbox"/> Private For Profit		<input type="checkbox"/> Public Institution				
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							275	256	291					822

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Schedule #13—Needs Assessment

County-district number or vendor ID: 108-912-043

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.

La Joya ISD establishes comprehensive needs assessment (CNA) parameters based (primarily) on the student. We believe that a data-based, purposeful approach will yield students whose strong educational and social development will enable them to have a more successful future. Therefore, our CAN process is based on analytic/pragmatic and descriptive systems. This methodology is our avenue for evaluation and prioritizing needs.

The specific components of our CNA align very closely to the TEA recommended methodology developed by Region XX. In fact, our process aligns with the Texas Comprehensive Center approach, but enhances/expands on several areas. To meet federal and state mandates, our LEA and campus-based committees analyze mixed-methods data. As a campus, we reviewed our data from DMAC, Skyward, STAR Renaissance, TAPR, PBMAS, PEIMS, LPAC and local assessment data.

The following is an analysis of the need that Dr. Javier Saenz Middle School has for a Redesign Turnaround Grant.

Academic Areas of Needs					
	Economically Disadvantaged	At-Risk	EL	Special Education	
Campus	99.9%	95%	76%	11%	
Met Approaching Level in STAAR Spring 2017					
	Reading		Math		
ALL Students	49%		65%		
EL	43%		63%		
Special Education	12%		33%		
Source: 2017 DMAC Academic Indicator Reports					

Staff

Dr. Javier Saenz has a high turnover because it is one of the farthest located within the school district and because of the challenges faced both academically and in discipline. Due to this high turnover rate it is difficult to establish a highly qualified staff. Our campus is repeatedly hiring new staff that needs training, and also has experienced teachers that need additional staff development and training.

City of Penitas, Texas Community Profile

Community Needs Assessment Highlights 2016-2017					
City of Penitas, Texas- Education Levels	City	State	City of Penitas, Texas- Poverty Levels	City	State
No High School Diploma	55.5%	55.5%	Households Below Poverty	51.7%	15.9%
Single Income Homes	65%	34%	Income per Worker	\$19000	\$41000
Bachelors or Higher (over 25)	4%	28%	Median Household Income	\$25000	\$53000

Source

<http://www.towncharts.com/Texas/Demographics/78576-Zipcode-TX-Demographics-data.html>

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Schedule #14—Management Plan					
County-district number or vendor ID: 108-912-043				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 Director	Master's Degree from an accredited university, Minimum 3 years of teaching experience, 2 years minimum administrative experience.			
2.	Math Instructional Strategist	Assistant to 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.			
3.	Reading Instructional Strategist	Assistant to 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.			
4.					
5.					
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.	Increase EL & Special Education STAAR Reading Performance by 5%	1.	Increase instructional time in master schedule	09/01/2017	05/30/2019
		2.	MOY STAR Reading scale score increase by 25 pts	09/01/2017	05/30/2019
		3.	District Jan. Benchmark: EL performance 35%	09/01/2017	05/30/2019
		4.	District Jan. Benchmark: EL performance 35%	09/01/2017	05/30/2019
		5.	EOY STAR Reading scale score increase by 50 pts	09/01/2017	05/30/2019
2.	Increase EL & Special Education STAAR Mathematics Performance by 5%	1.	Increase instructional time in master schedule	09/01/2017	05/30/2019
		2.	MOY STAR Math scale score increase by 25 pts	09/01/2017	05/30/2019
		3.	District Jan. Benchmark: EL performance 35%	09/01/2017	05/30/2019
		4.	District Jan. Benchmark: EL performance 35%	09/01/2017	05/30/2019
		5.	EOY STAR Math scale score increase by 50 pts	09/01/2017	05/30/2019
3.	Community Involvement	1.	Fiesta de Padres	09/01/2017	05/30/2019
		2.	Reading Fiesta de Padres	09/01/2017	05/30/2019
		3.	Math Fiesta de Padres	09/01/2017	05/30/2019
		4.	End of Year	09/01/2017	05/30/2019
		5.	College Night	09/01/2017	05/30/2019
4.	Higher Education Awareness	1.	College Fair	09/01/2017	05/30/2019
		2.	STEM Camps	09/01/2017	05/30/2019
		3.	College First Camps	09/01/2017	05/30/2019
		4.	College Tours	09/01/2017	05/30/2019
		5.		XX/XX/XXXX	XX/XX/XXXX
5.		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX

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

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108-912-043

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.

For the term of grant funding, the leadership team will ensure teachers are trained and provide guidance and constructive feedback. The Principal will be guided through climate development for the term of the grant. The social worker will begin a Community Organization comprised of community members with ongoing enrollment and participation throughout year to come. The social worker will interact with administrators and parent as well as community organization partners to put together community events. By the end of the grant funding, all necessary staff will be trained and the project will be deep into implementation. New staff will be trained by teachers and administrators who have been, by this time, long time users of the curriculum and knowledgeable about the philosophy.

By developing a school-wide, family-wide, and community-wide support system through the term of the grant, multiple support structures are put into place to ensure each level holds up their end of the School Redesign Plan.

The campus and district will ensure that all project participants remain committed to the project's success by following proper budget procedure as stated in budget proposal. Additionally, no ~~substantial changes in the budget or grant period will be made without prior written approval.~~ A

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Schedule #15—Project Evaluation

County-district number or vendor ID: 108-912-043

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.	Quarterly Checkpoints on the performance of EL and Special Education Students in Reading	1.	Six Weeks Assessments
		2.	District Benchmark
		3.	Spring 2018 Results
2.	Quarterly Checkpoints on the performance of EL and Special Education Students in Mathematics	1.	Six Weeks Assessments
		2.	District Benchmark
		3.	Spring 2018 Results
3.	Parent Surveys	1.	BOY
		2.	MOY
		3.	EOY
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		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.

Quantitative Demographic, Trend, and Comparison Reports

Cohort by Objective; Longitudinal by SE; Longitudinal by Composition Score; Longitudinal by Objective; Demographic Longitudinal; Demographic Cohort; *Longitudinal by SE - STAAR Attributes (beta)*; Demographics by Grade for Subject; Demographics by Subject for Grade; Statewide Demographic Comparison; Demographics using Indicators; Longitudinal by Grade for Subject (beta); Performance Comparison.

In addition to using the following reports, student and parent satisfaction surveys will be used to receive further feedback regarding instructional programs and implementation of school policies and procedures. Teachers will be asked to embark in a self-evaluation process in which they analyze feedback from students to improve their instructional methods. Teachers, on the other hand, will take part in qualitative questionnaires to survey the effectiveness of the school leadership and the quality of instructional reforms set forth in the grant.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108-912-043

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.

In *Building a Legacy of Excellence*, La Joya ISD establishes comprehensive needs assessment (CNA) parameters based (principally) on the student. We believe that a data-based, purposeful approach will yield students whose strong educational development will enable them with assets for a more successful future. Therefore, our CNA process is based on analytic/pragmatic and descriptive systems. This methodology is our avenue for evaluation, establishment, and execution.

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

County-district number or vendor ID: 108-912-043

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 assigned to Dr. Javier Saenz Middle School through:

- Federal Program Department, and its director
- Site-Based Decision Making Committee
- Campus Improvement Plan
- Campus administrators (Budget reports, data analyzis, classroom walkthroughs, teacher evaluations...etc)

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.

The LEA will use a rigorous process in the recruitment, screening, and selection of external providers. The methodology, which will be clear, fair, and well-organized, will be open to the public. As a result, established procedures will not only provide for objective selection, but also allow all stakeholders input in the process. The recruitment of external providers by the LEA will be one that allows all qualified providers an equal opportunity to assist campuses through their restructuring and transformation journey. Recruitment will not be limited to local providers, for if true change is to occur, the LEA recognizes that this process should have no boundaries.

The screening process for external providers will be comprised of knowledge, skill, and track record reviews through educational, organizational, legal, and financial perspectives. The processes will include multiple stakeholders, particularly parents and community groups. The screening practice will be such a critical component of our transformation process that staff and other resources will be devoted exclusive to this function. In turn, the staff will specifically analyze the historical evidence of educational success, particularly with demographics and academic needs similar to our campuses, from all potential external providers. The selection of external providers will only occur when all critical components (sought) are met. Through the consensus of all stakeholders, and with the provider's clear understanding of the campuses' mission, the contractual agreement will be signed. This documentation will include clear roles of the external provider as well as the LEA. Goals for performance will be required in all contracts and a timeframe for large student learning improvements, if applicable, will also be needed. In addition, the contract will specify the support the LEA will provide, including facilities, funding, and services. LEA staff will play a critical role in ensuring that all intentions and services delineated in the contract are carried out. Conversely, if the external providers do not adhere to any component of the contract, the contract will be canceled and immediate successors will be sought.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108-912-043

Amendment # (for amendments only):

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

The grant funds shall supplement and align with Federal, State, and local resources throughout the duration of the grant. Grant funds will not supplant Federal, State and local resources.

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.

- Teachers will have 1 hours per week to do vertical planning as a team. They will adjust lessons based on students' results and needs. Teachers will look at DMAC, Lead4ward, Progress Monitoring, I-Station, and Reading Renaissance.
- A flexible schedule that will allow Saenz MS to have a unique schedule based on student needs. Having more minutes in ELA and Math classes will help us target our weakest area which is our LEP and Special Education population. Students will also participate in at least two enrichment activities on a daily basis to include but not limited to the following: dance, folklorico, band, art, computers, etc.

6th grade
 ELA 100min.
 Math 100min.
 Science 50min.
 Social Studies 50min.

7th grade
 Reading 60min.
 Writing 60min.
 Science 60min.
 Social Stud. 60min.
 Math 60min.

8th grade
 Reading 75min.
 Math 75min.
 Science 75min.
 Social Stud. 75min.

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

County-district number or vendor ID: 108-912-043

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.

According to the Center for American Progress, increasing planning time will yield results of differentiated, high-quality instruction. Hence, one of the main goals of the redesign plan is to increase the collaboration and effective planning between teachers. This will be accomplished by incorporating an additional planning period on a daily basis. Therefore, supporting teachers with additional time during the day to plan and attend to other responsibilities throughout the work day will create opportunities to support new teachers with veteran teachers. The additional time would incorporate structured planning, coaching and personalized training for new teachers while veteran teachers can pursue leadership roles and coach new teachers.

Source

Benner, M., & Partelow, L. (2017). Reimagining the School Day: Innovative Schedules for Teaching and Learning. Center for American Progress, 1-15.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108-912-043

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.

La Joya Independent School District is committed to providing Educational Excellence through rigor, relevance, relationships and personal responsibility. We are the integral part of learning where students become successful and productive contributors to our global society. We embrace, with passion, the commitment to continuous improvement, collaboration and accountability that will allow our students to imprint the world.

La Joya Independent School District is dedicated to the belief that in order for all students to attain mastery of the instructional goals, there must be a district-wide commitment to constant renewal according to the most effective practices and procedures in the most current research findings. In order to operationalize this philosophy in the most comprehensive and organized manner, the district has adopted The Quality District Model. The district's Mission Statement, Foundation Beliefs and Desired Exit Behaviors: Student Learner Outcomes, exemplify this philosophy.

The La Joya Independent School District operates from the vision statement that "Educational Excellence is the Right of Every Student." This position demands that every adult in the organization will act purposefully to create conditions for every student to receive maximum educational services.

Our mission statement is based on a series of foundation beliefs regarding learning and teaching as a reciprocal relationship. These include:

- We believe all students will learn given sufficient time and appropriate support.
- We believe schools control all of the variables that influence student success. The task of schools is to alter the learning environment to provide conditions for success.
- We believe the manner in which students view themselves will have a direct impact on their success. Therefore, one of our most significant roles is to intentionally enhance students' view of themselves as learners and worthwhile persons.
- We believe all pupils have unique skills and talents. Our task is to identify them and nurture their development.
- We believe any artificial grouping, which places pupils in situations where learning expectations and opportunities are automatically limited, is not acceptable.
- We believe all pupils can acquire critical learning skills and understand at higher cognitive levels.
- We believe students proficient in a language other than English are empowered through their first language.
- We believe the role of the teacher is that of advocate. All adversarial relationships need to be eliminated.
- We believe students will be more successful when learning experiences are relevant.
- We believe all of our professional behaviors need to be intentionally aligned with the most recent research regarding teaching, learning and individual behavior.
- We believe the learning process is an open experience with no mysteries or surprises. The curriculum, the teaching process, and the assessment will be clear to students at all times.
- We believe a pupil's rate of learning does not determine the success of the learner.
- We believe all students should be provided all skills necessary to graduate college, career and workforce ready.
- We believe state of the art technology should be integrated into the lives of students to enhance their learning and prepare them for the 21st
- We believe our role is to instill in students the values of hard work, honesty, commitment to excellence, courage, self-discipline and perseverance.
- We believe educators should equip and empower families to help support their children and ensure their success in school and in life.

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

County-district number or vendor ID: 108-912-043

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.

To address the needs to Dr. Javier Saenz Middle School students we have chosen the Phase in Redesign Turnaround Model in alignment with the Applicant Assurance operational flexibility plan. Phase in Redesign Model will be starting full implementation in 6th grade with partial for 7th and 8th grade for 2018-2019. All grades should be in full implementation by Phase III. With this model, we aim to improve our scores by 5% on a yearly basis which will be a 15% growth by the end of Phase III.

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

County-district number or vendor ID: 108-912-043

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.

Dr. Javier Saenz Middle School in conjunction with La Joya Independent School District have determined that a Turnaround model with phase in implementation, will yield the results of closing the gaps between our EL and special education population. Under the current leadership of campus principal, Belen Martinez, Dr. Javier Saenz Middle School has demonstrated closures in academic gaps. The campus has moved from a Focus Campus in 2015-2016 to a Progress Focus Campus in 2016-2017. The position of principal has been held by Mrs. Martinez since September 2015 therefore still considered a new principal under the requirements for Turnaround model.

The components of the Turnaround model of district capacity, extensive community engagement, education plan, talent plan, school culture plan, and evidence based interventions are aligned with the campus and district improvement plans. This alignment will make for the operational flexibility to be implemented with ease and still comply with district initiatives.

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

County-district number or vendor ID: 108-912-043

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.

To address the needs to Dr. Javier Saenz Middle School students we have chosen the Phase in Redesign Turnaround Model in alignment with the Applicant Assurance operational flexibility plan. Phase in Redesign Model will be starting full implementation in 6th grade with partial for 7th and 8th grade for 2018-2019. All grades should be in full implementation by Phase III. With this model, we aim to improve our scores by 5% on a yearly basis which will be a 15% growth by the end of Phase III.

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

County-district number or vendor ID: 108-912-043

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.

In selecting the Applicant Assurance plan, the campus will be able to make the necessary changes to have operational flexibility that will impact positively instructional time, staffing and budgeting. This operational flexibility will allow the campus leadership team along with the redesign partner to fully implement the phase in turnaround model. Although implementing these operational flexibilities will allow the campus to meet the needs, it will also keep the campus aligned with the district initiatives and goals for 2017-2018.

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

County-district number or vendor ID: 108-912-043

Amendment # (for amendments only):

TEA Program Requirement 6a: Select whether grant funds will be used for planning and implementation or implementation only of a supported school redesign. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ Planning and Implementation

☐ Implementation Only

TEA Program Requirement 6b: Describe the rationale for selecting either planning and implementation or implementation only. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Implementation year funding is allocated for salary of Project Director and Content Strategists.

Implementation of the grant will start immediately, year one. Funds requested during.

Dr. Javier Saenz Middle has selected to utilize grant funds for the implementation of the phase-in turnaround school redesign. The decision to begin with immediate implementation is due to the selection of a phase-in plan. This allows for implementation of the model and instructional practices and at the same time making necessary adjustments to the model as demonstrated by collected data.

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

County-district number or vendor ID: 108-912-043

Amendment # (for amendments only):

TEA Program Requirement 7: If the applicant has contracted or intends to contract with a school redesign partner to support the development and/or implementation of the school redesign, describe the qualifications of the contracted school redesign partner; or, describe the desired qualifications of a school redesign partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The LEA will use a rigorous process in the recruitment, screening, and selection of a redesign partner. The methodology, which will be clear, fair, and well-organized, will be open to the public. As a result, established procedures will not only provide for objective selection, but also allow all stakeholders input in the process.

The recruitment of a redesign partner by the LEA will be one that allows all qualified providers an equal opportunity to assist campuses through their restructuring and transformation journey. Recruitment will not be limited to local providers, for if true change is to occur, the LEA recognizes that this process should have no boundaries.

The screening process for external providers will be comprised of knowledge, skill, and track record reviews through educational, organizational, legal, and financial perspectives. The processes will include multiple stakeholders, particularly parents and community groups. The screening practice will be such a critical component of our transformation process that staff and other resources will be devoted exclusive to this function. In turn, the staff will specifically analyze the historical evidence of educational success, particularly with demographics and academic needs similar to our campuses, from all potential redesign partners.

The selection of a redesign partner will only occur when all critical components (sought) are met. Through the consensus of all stakeholders, and with the provider's clear understanding of the campuses' mission, the contractual agreement will be signed. This documentation will include clear roles of the redesign partner as stipulated by the grant as well as the LEA. Goals for performance will be required in all contracts and a timeframe for large student learning improvements, if applicable, will also be needed. In addition, the contract will specify the support the LEA will provide, including facilities, funding, and services. LEA staff will play a critical role in ensuring that all intentions and services delineated in the contract are carried out. Conversely, if the redesign partner does not adhere to any component of the contract, the contract will be canceled and immediate successors will be sought.

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

County-district number or vendor ID: 108-912-043

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 success of the campus, Dr. Javier Saenz Middle School selects highly certified leaders to be part of their leadership team. Careful consideration is given to their work ethic and experience to ensure the implementation of the school redesign model is successful. The current leadership at Dr. Javier Saenz Middle School has been recently assembled. The position of principal has been held by Mrs. Martinez since September 2015 therefore still considered a new principal under the requirements for Turnaround model. Mrs. Martinez has 15 years of experience in the educational system at Title 1 campus, with 7 years as curriculum facilitator and 1.5 years as principal at Dr. Javier Saenz Middle School. During the time at Dr. Javier Saenz Middle School, the campus has progressed from Focus campus to Focus Progress campus. The campus also earned three distinctions during the 2015-2016 school year, Post-Secondary Readiness, Science and Social Studies. Two assistant principals were hired during the 2016-2017 school year. They bring in a total of 30 years of experience in the secondary classrooms and administration in low performing Title 1 schools. The curriculum facilitator was also hired at the beginning of the 2016-2017 school year and contributes 13 years teaching in elementary and middle school at low performing Title 1 schools.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 108-912-043

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: 108-912-043

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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County-District Number or Vendor ID: 108-912-043

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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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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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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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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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			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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