Texas Education Agency
Standard Application System (SAS)

2017–2019 School Redesign Grant, Pilot Cycle

		FOR TEA USE ONLY
Program authority:	Every Student Succeeds Act (ESSA), Public Law (P.L.) 114-95, Title I, Part A, Sec 1003, School Improvement	Write NOGA ID here:
Grant Period:	August 28, 2017, to July 31, 2019	
Application deadline:	5:00 p.m. Central Time, July 13, 2017	Place date stamp here.
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	RECEIVED TEXAS EDUCATION AGENCY 2017 JUL 12 PM 2: 43 DOCUMENT CONTROL CENTER AND ADMINISTRATION
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 #	
Loraine ISD	168-902	Loraine School			
Vendor ID #	ESC Region #			DUNS #	
75-6001978	14			035905769	
Mailing address			City	State	ZIP Code
PO Box 457			Loraine	TX	79532-2603

Primary Contact

First name	M.I.	Last name	Title
Brandon		McDowell	Superintendent
Telephone #	Email address		FAX #
325-737-2225	bmcdowell@loraine.esc14.net		325-737-2701

Secondary Contact
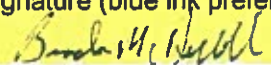
First name	M.I.	Last name	Title
Debbie		Finley	Business Manager
Telephone #	Email address		FAX #
325-737-2225	bmcdowell@loraine.esc14.net		325-737-2701

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
Brandon		McDowell	Superintendent
Telephone #	Email address		FAX #
325-737-2225	bmcdowell@loraine.esc14.net		325-737-2701

Signature (blue ink preferred)	Date signed
Brandon McDowell	7-8-17

Only the legally responsible party may sign this application.

701-17-101-022

Schedule #1—General Information

County-district number or vendor ID: 168-902	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	☒	☐
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☐
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*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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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: 168-902	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
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	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.
☒	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: 168-902	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: 168-902	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.

- Vision:

Loraine ISD's vision is to become an exemplary district in terms of student success, meaningful parent engagement, staff retention and professional development, and a clearly defined management system predicated upon consistent administrative processes and procedures.

- Redesign Model:

As a small, rural district/campus, Loraine ISD serves a K-12 population on a single campus with a current enrollment of 170 students, and faculty of 19 teachers. Loraine ISD has chosen the turnaround model, with the whole-school redesign approach and the operational plan will be the District of Innovation option.

- Qualifications of the school redesign partners:

Partnerships with Loraine ISD will be predicated upon an entity's ability to provide a history of successful collaborations with other LEA's who have successfully implemented Turnaround Plans. Organizations who have demonstrated successful turnaround practices would understand the nuances of how to create an environment focused upon culture, academic and systematic improvements required for long-term student outcomes and a positive school change.
Upon review of potential partners, Loraine ISD has chosen to continue its partnership with Region 14 Education Service Center and an independent educational consultant, Sandra Carter of Carter Consulting.
Both Region 14 ESC and Sandra Carter have demonstrated success in effectively assisting low-performing schools. Region 14, during the spring of 2014, had 18 school districts identified under the accountability ratings as being Improvement Required. As of the spring of 2015, there were 15 school districts, and in the spring of 2016, there are only 6 school districts identified as Improvement Required. Through on-going technical assistance, professional development, and leadership training, Region 14 staff provided effective assistance to these low-performing schools and their positive turnaround measures. Sandra Carter has worked with Loraine ISD as a Professional Services Provider. She has been a teacher, principal, an alternative certification program trainer, and an educational consultant servicing multiple improvement-required school districts.

- Anticipated student population for 2017-18:
  Demographics: (based on 2015-2016 data)
  - 170 students – total enrollment
  - AA – 6.5%
  - Hispanic – 53.5%
  - White – 38.8%
  - ELL – 2.4%
  - Eco Dis – 71.8%
  - Mobility – 47.3%

- School Leadership Team:
  - The superintendent will complete his second year with the district as of December 2017. He previously served as a principal on a Focus campus from 2012-2015, that campus was designated as Focus-Progress as of fall 2016. The superintendent has 5 years of administrative experience, and a total of 13 years of experience in education.
  - The principal completed his first year with Loraine ISD as of June 2017. He previously served as assistant principal for 6 years. In the role of assistant principal, he initiated "rounding" where teachers stayed with students from Kindergarten through second grade; implemented Professional Learning Communities on the campus; and in grades first through fifth initiated the Daily 5 instructional practices. He has experience in changing campus culture. He has 7 years of administrative experience, and a total of 14 years of experience in education.

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- Educational Plan:

Loraine ISD's educational plan is focused on professional development program grounded in best practices and research-based instructional practices. Loraine ISD will be student-centered and will be able to produce long-term results. Teachers must be able to disaggregate data and understand how data drives instruction. The better teachers plan, the better kids learn. Loraine ISD encourages parents to become equal partners in their children's education. A vital component of the redesign model centers on the development of effective leadership. The superintendent and principal must address their own professional development in order to be instructional resources that they must be in this plan. Effective leadership will assist in building the partnership and shared educational responsibilities of lead teachers on the campus.

- Cultural Plan:

The focus for Loraine ISD's cultural plan is to begin by changing the mindset for all stakeholders regarding academics and opportunities for engaging with the school district. The plan will be grounded in educational activities and community outreach, such as: data accountability meetings, coffee with the principal for community members, site-based decision-making committee meetings, school-parent compacts, and effective on-going professional development. The district will create opportunities for community members to have meaningful academic interactions with the students such as: Read Across America, Community Novel Dress-Up Day, College and Career events, and Science Fair. In an effort to develop a positive mindset toward school, reinforce learning objectives, and extend prior educational experiences, a Jump Start Academy will be offered during the summer for all students, ages 4 through 17.

- Talent Plan:

Loraine ISD works to attract and retain highly effective teachers by providing training and resources that teachers need to successfully implement instructional strategies in the classroom. The administration and school board must be creative in dealing with the realities that face the district: extremely limited housing for teachers, community resources that do not include daycare facilities, or any type of grocery store; therefore, the focus will be on providing a familial, supportive environment for students, parents, and community members. Team-building, recognition of accomplishment, highlighting improvement, providing needed resources for effective instruction, and holding each other accountable to the highest standards when working as educators, are parts of the plan for building the talent pool for Loraine ISD.

- Critical Features:
  - Robotics beginning in elementary grades
  - Focusing on having all teachers Google Level 1-certified educators by August 2017 in order to facilitate technological integration in the classroom with fidelity
  - Small group interventions
  - Data-driven instruction
  - Immerse district in on-going assistance from Region 14 Education Service Center in areas such as: reading and math vertical alignment, grade-specific student expectation interventions, effective use of data disaggregation, and administrative support and leadership development
  - High rate of administrative turnover: there have been 4 superintendents in the last 6 years; and 5 principals in the last 6 years
  - 72% teacher turnover rate from SY 2015-16 to SY 2016-17

- Clearly defined campus performance goals:
  - Loraine ISD will improve by at least 6% in both reading and math 2017-18 and at least 5% in both reading and math 2018-19 STAAR performance measures for the Economically Disadvantaged subpopulation. This will mean that the Economically Disadvantaged population will be at a minimum passing standard of 70% by the end of this two-year grant.
  - Teacher retention rate will decrease from 72% to 60% in SY 2017-18 and 50% by 2018-19.
  - Parent satisfaction survey results will indicate an increase from 3.72 to 4.02 on a 5 point scale

Schedule #5—Program Executive Summary (cont.)

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 168-902				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	$12,000	$12,000	$0	$24,000
Schedule #8	Professional and Contracted Services (6200)	6200	$26,000	$26,000	$0	$52,000
Schedule #9	Supplies and Materials (6300)	6300	$117,432	$10,000	$0	$127,432
Schedule #10	Other Operating Costs (6400)	6400	$6,988	$10,000	$0	$16988
Schedule #11	Capital Outlay (6600)	6600	$14,790	$0	$0	$14,790
	Consolidate Administrative Funds				☐ Yes x No	
Total direct costs:			$177,210	$72790	$0	$250,000
Percentage% indirect costs (see note):			N/A			
Grand total of budgeted costs (add all entries in each column):			$177,210	$72,790	$0	$250,000

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

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

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 168-902   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	0	0	0	0	0
2	Educational aide	0	0	0	0	0
3	Tutor	0	0	0	0	0
Program Management and Administration						
4	Project director	0	0	0	0	0
5	Project coordinator	0	0	0	0	0
6	Teacher facilitator	0	0	0	0	0
7	Teacher supervisor	0	0	0	0	0
8	Secretary/administrative assistant	0	0	0	0	0
9	Data entry clerk	0	0	0	0	0
10	Grant accountant/bookkeeper	0	0	0	0	0
11	Evaluator/evaluation specialist	0	0	0	0	0
Auxiliary						
12	Counselor	0	0	0	0	0
13	Social worker	0	0	0	0	0
14	Community liaison/parent coordinator	0	0	0	0	0
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:			$	$	$
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay			$1,000	$1,000	$2,000
26	6119	Professional staff extra-duty pay			$4,500	$4,500	$9,000
27	6121	Support staff extra-duty pay			$0	$0	$0
28	6140	Employee benefits			$500	$500	$1,000
29	61XX	Tuition remission (IHEs only)			$0	$0	$0
30		Subtotal substitute, extra-duty, benefits costs			$6,000	$6,000	$12,000
31		**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$6,000	$6,000	$12,000

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 #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 168-902	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:	$0	0	0
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	Carter Consulting – Leadership and Data Disaggregation	$8,000	$8,000	$16,000
2	Region 14 ESC- Leadership and Instructional Consultation	$18,000	$18,000	$36,000
3		$	$	$
4		$	$	$
5		$	$	$
6		$	$	$
7		$	$	$
8		$	$	$
9		$	$	$
10		$	$	$
11		$	$	$
12		$	$	$
13		$	$	$
14		$	$	$
b.	Subtotal of professional and contracted services:	$26,000	$26,000	$52,000
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$	$	$
	(Sum of lines a, b, and c) Grand total	$26,000	$26,000	$52,000

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

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 168-902		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:	$5,000	$10,000	$15,000
	Grand total:	**$5,000**	**$10,000**	**$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: 168-902	Amendment number (for amendments only):		
Expense Item Description	**Planning Cost**	**Implementation Cost**	**Total Budgeted Cost**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	$0	0	0
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	$0	0	0
	Specify purpose:			
6413	Stipends for non-employees other than those included in 6419	$0	0	0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	$0	0	0
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	$2,500	$2,500	$5,000
	Subtotal other operating costs requiring specific approval:	$0	0	0
	Remaining 6400—Other operating costs that do not require specific approval:	$0	0	0
	Grand total:	**$2,500**	**$2,500**	**$5,000**

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: 168-902				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	$0	$0	$0
66XX—Computing Devices, capitalized						
2	Computers	40	$495.00	$19,800	$0	$19,800
3	Monitors	40	$244.51	$9,780	$0	$9,780
4	Keyboards	20	$45.95	$919	$0	$919
5	Projectors	20	$612	$12,240	$0	$12,240
6	LAN Modules	20	$96	$1,921	$0	$1,921
7	Swivl	14	$999	$13,986	$0	$13,986
8	Swivl Lens	14	$449	$686	$0	$686
9	Swivl Mini Lens	14	$29	$406	$0	$406
10	Apple iPad	60	$329	$19,740	$0	$19,740
11	Apple iPad Pro	2	$799	$1,598	$0	$1,598
66XX—Software, capitalized						
12	Swivl Expand	14	$299	$4,186	$0	$4,186
13		0	$0	$0	$0	$0
14		0	$0	$0	$0	$0
15		0	$0	$0	$0	$0
16		0	$0	$0	$0	$0
17		0	$0	$0	$0	$0
18		0	$0	$0	$0	$0
66XX—Equipment, furniture, or vehicles						
19	Swivl Floor Stand	14	$99	$1,386	$0	$1,386
20	Swivl Lanyard	14	$15	$210	$0	$210
21	Bright Link	20	$2,499	$49,980	$0	$49,980
22		0	$0	$0	$0	$0
23		0	$0	$0	$0	$0
24		0	$0	$0	$0	$0
25		0	$0	$0	$0	$0
26		0	$0	$0	$0	$0
27		0	$0	$0	$0	$0
28		0	$0	$0	$0	$0
66XX—Capital expenditures for additions, improv0ements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)						
29				$0	$0	$0
			Grand total:	$136,838	$0	$136,838

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: 168-902	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	122	71.76%	
Limited English proficient (LEP)	2	1.18%	
Disciplinary placements	0	0%	
Attendance rate	N/A	93.3%	
Annual dropout rate (Gr 9-12)	N/A	2.6%	

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

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

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
12	11	20	15	16	17	9	11	14	8	11	9	12	5	170

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 168-902	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.

Loraine ISD's District Improvement Plan, with the support of community input, disaggregated data and prioritized district goals by utilizing the TAPR report, STAAR/EOC longitudinal and safeguard data that are based upon TEA's released school report cards and accountability reports, addressed areas of academic weaknesses and strengths. The district reviewed STAAR, SAT, PSAT, and local benchmark data to drive the instructional focus. Areas of special population and behavior indicators were examined to best prioritize procedural and implementation goals. Finally, parent satisfaction surveys were collected to gauge the effectiveness of our Title I program.

- Anticipated student population and local community:
  Demographics: (based on 2015-2016 data)
  - 170 students – total enrollment
  - AA – 6.5%
  - Hispanic – 53.5%
  - White – 38.8%
  - ELL – 2.4%
  - Eco Dis – 71.8%
  - Mobility – 47.3%

  Local Community:
Interpreting local community to mean the facilities of Loraine school, the current K-12 campus building was constructed in 2013. The campus has had a recent technology upgrade, including: HP Chromebooks for all students and new servers. This technology upgrade has resulted in a Google-classroom approach for all students, access to meaningful instructional applications, and a positive shift in the academic culture where students are more receptive to learning. If looking at local community as the town of Loraine, then one would see a city in decline. There are only a few businesses remaining, community members are moving to other towns, and city hall is on the cusp of closing. Loraine ISD is a "light on the hill" for the community, but as school finances tighten, the district is limited in providing meaningful academic interventions, engaging instructional practices, and basic experiences that build background knowledge for students.

- Educational Needs:
The following were identified as the top three areas of need:
  1. Student achievement is always the first area of need that is considered in Loraine's CNA process. Economically disadvantaged is the subgroup that will be the priority for improvement in academic performance.
  2. Staff quality and recruitment/retention is the next area of focus due to the fact that having a high teacher turnover rate contributes significantly to poor student academic performance.
  3. Alignment of curriculum, instruction, and assessment is the third area of need as this must be in place in order to ensure sound and consistent instructional practices.

Student Achievement Data:
59% of Economically Disadvantaged students passed STAAR Reading assessments based on Spring 2016 test administration.
58% of Economically Disadvantaged students passed STAAR Math assessments based on Spring 2016 test administration.

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Schedule #14—Management Plan	
County-district number or vendor ID: 168-902	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.	Region 14 Education Service Center	*An entity that can provide academic and leadership support through contracting for consultant services *An agency with a positive track record in assisting low-performing campuses and realizing positive turnaround goals
2.	Sandra Carter, Carter Consulting	*An educator with success in assisting low-performing schools develop, implement, and document turnaround goals, objectives and outcomes *10+ years working with low-performing campuses
3.	Brandon McDowell, Superintendent	*An administrator who has worked with low-performing campuses and is ultimately accountable to the campus vision and academic performance measures *10+ years working with low-performing campuses
4.	James Womack, Principal	*An administrator who has worked with low-performing campuses and is ultimately accountable to the campus vision and academic performance measures *10+ years working with low-performing campuses
5.	Debbie Finley, Business Manager	*An experienced school finance manager who can oversee expenditure reporting and ensure appropriate adherence to current financial guidelines, such as EDGAR. *20+ years of business manager experience

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.	Complete Technology Implementation	1.	Hardware Installation	08/28/2017	05/30/2018
		2.	Peripherals Training and Implementation	08/28/2017	05/30/2018
		3.	Software Support Completion	08/28/2017	05/30/2018
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
2.	Professional Development	1.	Team Building and Faculty Retreat Planning	08/28/2017	05/30/2018
		2.	Professional Development Retreat SY 2018-2019	08/08/2018	8/28/2018
		3.	On-going Teacher Support and Development	08/28/2017	05/30/2018
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
3.	Implementation of Consultation Services	1.	All consultation services will begin August 2017	08/28/2017	05/30/2018
		2.	Consultation services review	05/23/2018	05/30/2018
		3.	Consideration of consultation renewal	08/03/2018	08/10/2018
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
4.		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
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: 168-902	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 efforts that relate to the Redesign Grant include: effective and focused professional development, Title I, Part A parent and community outreach activities, teacher evaluation process through T-TESS, Region 14 ESC consultant support, targeted improvement plan utilizing TAIS process, data accountability meetings every six weeks, monthly site-based decision making team meetings, and technology integration in the classroom.

Efforts will be coordinated between current practices and initiatives put into place under the Redesign Grant through:

- continued professional development in the effective reading and math instructional practices will be extended through training in Kagan cooperative learning strategies, as well as Daily 5 and Daily 3 small group lesson delivery focusing on student-centered learning
- proactive outreach to parents and community regarding academic engagement with students and meaningful participation in decision-making regarding children's education
- continued professional development regarding the T-TESS evaluation system and teacher goal-setting
- additional professional development and curriculum support from Region 14 ESC focused on data-driven student needs; as well as leadership support and training
- anticipating the culmination of the Improvement Required TAIS process for Loraine ISD, school redesign initiatives will provide continued support for the targeted improvement plan
- a more focused approach to data accountability meetings requiring teachers to better utilize lead4ward strategies when disaggregating student data and planning targeted lessons (lead4ward is an online data system that allows teachers to analyze student expectation outcomes)
- an additional monthly community meeting opportunity, Coffee with the Principal, will allow a stakeholder

3.	**Technology Integration** Classroom observations / Google Certifications/Lesson Plan review	1.	100% of teachers will become certified, Level I Google educators (by SY 2018)
		2.	100% of students will utilize instructional technology in all content areas
		3.	100% of classrooms will have technology needed to drive the integration component
4.	**Community Outreach** Parent Satisfaction Survey / School Messenger data reports / Facebook log / Contact logs	1.	.3 point gain in parent satisfaction survey
		2.	20% increase in documented communication with stakeholders (School Messenger, Facebook, and teacher contact logs)
		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.

Professional Development –
Loraine ISD will utilize T-TESS for all teacher evaluations. All teachers will be trained with clear expectations of the evaluation process during the summer preceding the school start date. LISD administrative staff will ensure all teachers have had ample professional development opportunities to reach the minimum proficiency standard for T-TESS. As a part of the T-TESS evaluation process, teachers will be guided through the goal-setting process to provide alignment between individual teacher need and professional growth expectations. In order to ensure instructional fidelity for gifted and talented students, all LISD staff members are expected to be G/T certified by the end of the 2018 school year.

Data Accountability –
All teachers will be required to attend data accountability meetings every six weeks in an effort to ensure student learning and instructional strategies are aligned. During this meeting, teachers will bring a variety of data resources, such as: student achievement data (benchmark data from classroom assessments), Response to Intervention (RtI) progress folders, and special population academic performance data. Teachers will complete a data disaggregation process that will reveal areas of academic strengths and weaknesses for individual students and entire classes. This information will be utilized to develop an intervention action plan so that students can be served with a quality Tier 1 instructional model rather than being unnecessarily elevated to Tier 2 interventions. To better serve teachers and students, lead4ward data resources will be provided to teachers in an effort to best align instructional planning with student needs.

Technology Integration –
Within Loraine ISD's technology integration vision, teachers will have effective professional development regarding the use of technology hardware, peripherals, and software. A major goal is that all teachers become empowered and confident users of Google; therefore, all staff will be trained and certified as Google Level 1 educators before the beginning of the 2017-18 school year. As teachers cultivate their Google skill set, Google Classroom will be utilized as an instructional norm, so teachers will be expected to document student instructional technology usage in lesson plans. Through the Redesign Grant, all classrooms will ultimately be equipped with all necessary hardware, peripherals, and software to ensure student and teacher success in technological integration instruction.

Community Outreach –
Loraine ISD seeks the voice of the community; therefore, a parent satisfaction survey was sent home with parents to measure the public perception of how well the school is operated. This survey was measured with ten questions; each measured on a 5 point Likert scale. The overall average for LISD was 3.72 for the 2016-17 school year. Loraine ISD will seek to better involve all stakeholders by intentionally reaching out and engaging parents and community through various mediums, such as: school website, school Facebook page, and our community outreach tool, School Messenger.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 168-902	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.

Loraine ISD has developed a targeted school improvement plan through the continuous improvement model (TAIS), with the assistance of a contracted Professional Service Provider and Region 14 ESC.

The goals for the current school improvement plan(2016-17) included the following:
- Increase the passing percentage of all economically disadvantaged students in reading (59% to 75%)
- Increase the passing percentage of all economically disadvantaged students in math (58% to 75%)
- Increase the passing percentage of all economically disadvantaged students in writing (40% to 72%)
- Increase the passing percentage of all economically disadvantaged students in social studies (27% to 72%)

Through the development of the plan, root causes were identified as lack of instructional leadership and lack of instructional planning. During the 2016-2017 school year, the plan was implemented including a change in campus leadership, professional development regarding research-based instructional practices, and Data Accountability Meetings to review data. STAAR results in June 2017 showed a 32% gain in economically disadvantaged students' scores in Writing and a 34% gain in economically disadvantaged students' scores in Social Studies.

The district continues to be identified as a Focus campus, although significant growth was made toward improvement goals. Our goal is to build upon these successes and build instructional capacity among staff members for continued improvement in 2017-2018 and 2018-2019.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 168-902	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.

The Loraine ISD campus leadership team will meet monthly during the two-year period. The leadership team will include the superintendent, campus principal, additional campus personnel, including the business manager, and at minimum, a Region 14 representative. During the meeting, the team will review financial information regarding the alignment of grant expenditures, student assessment data, intervention plans, Title I program requirements, and classroom observation data to assure fidelity of grant implementation. The team will assure that all business procedures will be adhered to as a primary safeguard to meet all compliance requirements, such as supplement versus supplant, maintenance of effort, and other EDGAR protocols.

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.

Partnerships with Loraine ISD will be predicated upon an entity's ability to provide a history of successful collaborations with other LEAs who have successfully implemented Turnaround Plans. Organizations who have demonstrated successful turnaround practices would understand the nuances of how to create an environment focused upon culture, academic and systematic improvements required for long-term student outcomes and a positive school change.

The Loraine campus leadership team will actively recruit and screen prospective redesign partners to determine their level of commitment and knowledge of turnaround instructional practices to determine the best partnership.

Once candidates have been screened, the campus leadership team will meet and determine the best fit for Loraine ISD and its stakeholders.

Annual evaluations of the partnership will occur to assure that the requirements have been met.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 168-902	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.

Loraine ISD will align the School Redesign Fund Grant with other Federal, State and local resources to carry out the activities that will be supported with this grant.
Title I, Part A funds provide a supplemental PK teacher; the Redesign Grant will allow for the purchase of updated curriculum for this grade level.
Focus Grant funds have laid the foundation for technology integration efforts by providing a one-to-one ratio of Chromebooks to students and technology-centered professional development of staff; the Redesign Grant will allow Loraine ISD to complete the technology integration by providing additional hardware, continued professional development, and the supplies needed to bring the technology vision to fruition.
Small Rural School Achievement funds are utilized for instructional materials and technology-based intervention programs; the Redesign Grant will allow the district to further develop its instructional materials resources.
State Compensatory Education funds are used to focus on the needs of at-risk students through tutoring and interventions with low-performing students; Redesign Grant funds will allow the district to build curriculum resources, clarify alignment, and determine student performance through a variety of assessment tools.
Local funds are tied to covering basic education program costs; the Redesign Grant funds will allow Loraine ISD to expand instructional resources and activities available to teachers and students to provide real-world connections that increase the relevance of classroom experiences.
The Loraine ISD Administrative team along with the business manager will ensure all EDGAR guidelines, expectations, and reporting procedures are followed with fastidiousness. Expenditure reports and the implementation calendar will be appraised once a month by the redesign team. The goal of the review is to coordinate costs with the implementation plan in order to evaluate whether progress and expected expenses are aligned.

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.

Loraine ISD administration will ensure that all local policies and procedures are supportive of the plan's implementation at the campus level. Once Redesign Grant amendment schedules are communicated, a calendar for implementation events such as: meeting dates, professional development windows, and other "key" grant dates will be created in order ensure all financial, instructional, and professional development goals are aligned for flexibility and effectiveness. The administrative team including the business manager will oversee and ensure an appropriate plan of action has been developed in an effort to best facilitate the Redesign Grant.

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

County-district number or vendor ID: 168-902	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.

Loraine ISD's Redesign Plan will incorporate a focus on the implementation of highly-effective, research-based instructional strategies, including the utilization of the Daily 5/Daily 3 curricular models which focus on increasing the reading and math proficiency of students in the elementary grades. Loraine ISD staff will attend the Kagan Cooperative Learning Conference in an effort to empower all teachers will meaningful tools for their academic tool belts. In addition, the plan will assure that teachers have the necessary instructional technology to utilize current and innovative approaches to improve their classroom instruction and allow students to access research-based, intervention resources. As these instructional strategies are implemented and evaluated, the academic culture will shift from a laissez faire approach to one that is grounded in data, driven by preparation, and continuously evaluated upon student outcomes.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 168-902	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.

Loraine ISD is a single-campus district with a total enrollment of 170 students.   Loraine ISD has received an Improvement Required (IR) rating for 3 of the last 4 years.   During the 2015 school year, Loraine ISD Met Standard but returned to IR during 2016. The lack of performance is due to not meeting Index 3 which focuses on glosing the achievement gap among our student body.

The vision of Loraine ISD states, "All students will reach their maximum academic potential through the implementation of research-based instructional models, highly effective teachers, and meaningful technology integration".
In order for students to meet their maximum potential, instruction and remediation must be individualized to close their instructional gaps.

Loraine ISD's educational plan is focused on professional development program grounded in best practices and research-based instructional practices. Loraine ISD will be student-centered and will be able to produce long-term results. Teachers must be able to disaggregate data and understand how data drives instruction. The better teachers plan, the better kids learn. Loraine ISD encourages parents to become equal partners in their children's education. A vital component of the redesign model centers on the development of effective leadership. The superintendent and principal must address their own professional development in order to be instructional resources that they must be in this plan. Effective leadership will assist in building the partnership and shared educational responsibilities of lead teachers on the campus.

The overall goal for Loraine ISD is to increase student performance in the areas of Reading and Math as they directly influence success for all academic subjects.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 168-902	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.

While improvements have been seen in the areas of Writing and Social Studies for this year, Loraine ISD continues to fall below Regional averages in the areas of Reading and Math. This school redesign model will provide teachers with the training and instructional materials needed to implement the Daily 5 and Daily 3 approach to small group instruction. The funds will be used to purchase leveled reader libraries for each classroom teacher at the elementary level. Funds will also be used to provide adequate training and support for teachers. Data Accountability Meetings will be utilized on a regular basis to discuss data, align instruction and discuss research-based, best practices. Grant funds will provide substitutes in order to allow teachers to plan during the instructional day. Funds will also be used to contract services with our regional service center to consult with teachers and provide necessary trainings.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 168-902	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.

Loraine ISD has a new superintendent and a new campus principal, both with less than 2 years tenure in the district. Since the arrival of the administration, the turnaround process has begun. The results after one year are encouraging; however, the student performance is still behind regional averages. The grant funds will allow the district an opportunity to bring an additional instructional supports to build capacity in current staff members. By implementing a system of effective PLC's and instructional coaching, teachers will receive timely feedback on their instructional practices.

The end goal should result in more prepared and confident staff members who have an intrinsic desire to remain on campus helping alleviate the high turnover pattern that has historically existed. Ultimately, effective teachers who are confident and intrinsically motivated will result in improved student outcomes.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 168-902	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 rational for choosing the selected implementation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Loraine ISD has been IR for 3 out of the past 4 years. There is a sense of urgency to improve instruction, develop teachers, and improve student performance. With the academic gains experienced this year, we feel it is critical to implement a plan that will result in sustainable successes.

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

County-district number or vendor ID: 168-902	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.

Loraine ISD, foreseeing an exit from its Improvement Required status, will move forward with its District of Innovation Plan during the SY 2017-18. The three areas of focus are as follows:

1. Teacher Certification

    TEC Code Requiring Exemption:

    TEC §21.003: Requires that a person may not be employed as a teacher by a district unless the person holds an appropriate certification or permit issued by the appropriate state agency.

    Innovation for the LISD:

    The certification requirements can and do restrict the district's ability to hire professionals. Flexibility to establish local teacher certification requirements affords the district the following advantages:

    - The ability to select from a large and more experienced candidate pool.
    - The ability to provide part-time professionals to teach specialty courses.
    - The ability to establish realistic requirements for professionals transitioning to education from other careers.
    - The ability to hire teaching staff with different certifications, or those not currently certified in accordance with TEA standards.

2. Minimum Attendance for Class Credit or Final Grade

    TEC Code Requiring Exemption:

    TEC §25.081: For each school year, each school district must operate so that the district provides for at least 75,600 minutes of instruction, including intermissions and recesses, for students.

    TEC §25.092: A student in any grade level from kindergarten through grade 12 may not be given credit or a final grade for a class unless the student is in attendance for at least 90 percent of the days the class is offered.

    Innovation for the LISD and Dual-Credit:

    TEC §25.092 currently restricts students that have been:

    (1) denied credit based on attendance requirements
    (2) at risk of dropping out of school

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 168-902	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.

Loraine ISD chooses the planning and implementation aspects of the Redesign Plan. With the award coming in the summer, it is best for Loraine ISD to develop of a solid plan of action in which various pieces of groundwork are laid, so future gains will be sustainable.

During the planning phase of the grant, the focus will be on professional development, ensuring that appropriate instructional materials are in place and effectively utilized, and establishing a positive culture of support for stakeholders. The implementation phase of the grant will emphasize sustainability in the areas of effective community involvement and outreach, teacher leadership and capacity-building, and administrative foresight and aptitude.

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

County-district number or vendor ID: 168-902	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.

Partnerships with Loraine ISD will be predicated upon an entity's ability to provide a history of successful collaborations with other LEAs who have successfully implemented Turnaround Plans. Organizations who have demonstrated successful turnaround practices would understand the nuances of how to create an environment focused upon student-engaged culture, academic and systematic improvements required for long-term student outcomes, and positive school change.

Upon review of potential partners, Loraine ISD has chosen to continue its partnership with Region 14 Education Service Center and an independent educational consultant, Sandra Carter of Carter Consulting.
Both Region 14 ESC and Sandra Carter have demonstrated success in effectively assisting low-performing schools. Region 14, during the spring of 2014, had 18 school districts identified under the accountability ratings as being Improvement Required. As of the spring of 2015, there were 15 school districts, and in the spring of 2016, there are only 6 school districts identified as Improvement Required. Through on-going technical assistance, professional development, and leadership training, Region 14 staff provided effective assistance to these low-performing schools and their positive turnaround measures. Sandra Carter has worked with Loraine ISD as a Professional Services Provider. She has been a teacher, principal, an alternative certification program trainer, and an educational consultant servicing multiple improvement-required school districts.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 168-902	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.

The superintendent will complete his second year with the district as of December 2017. He previously served as a principal on a Focus campus from 2012-2015, that campus was designated as Focus-Progress as of Fall 2016. The superintendent has 5 years of administrative experience, and a total of 13 years of experience in education.

The principal completed his first year with Loraine ISD as of June 2017. He previously served as assistant principal for 6 years. In the role of assistant principal, he initiated "rounding" where teachers stayed with students from Kindergarten through second grade; implemented Professional Learning Communities on the campus; and in grades first through fifth initiated the Daily 5 instructional practices. He has experience in changing campus culture. He has 7 years of administrative experience, and a total of 14 years of experience in education.

As the two individuals with the primary responsibility for campus redesign, the superintendent and principal will focus on their own professional development to build the capacity of teachers and other stakeholders to engage in leadership team responsibilities.

Potential team members include those staff members who embrace professional development, show leadership qualities, and exhibit instructional skills that result in positive student outcomes, both academically and socially.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 168-902	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	☐	☐	☐

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☒	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☒	☒	☒
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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

County-District Number or Vendor ID: 168-902	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	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☒	☐	☐
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	☐	☐	☐
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	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☒	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: 168-902	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

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	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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

County-District Number or Vendor ID: 168-902	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	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

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	☒	☒	☒
M02	Conduct home visits by staff	☐	☐	☐

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

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	☐	☐	☐
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new personnel	☐	☐	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

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	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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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	☐	☐	☐
P99	Other (specify)	☐	☐	☐

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	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
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Z99	Other barrier Other strategy	☐	☐	☐

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