

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	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> 2017 JUL 12 PM 2:44 Place date stamp here </div>
Application deadline:	5:00 p.m. Central Time, July 13, 2017	
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov ; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
West Orange Cove Consolidated ISD	181906	West Orange-Stark High School	
Vendor ID #	ESC Region #	DUNS #	
1746001837	05	072182991	
Mailing address	City	State	ZIP Code
PO Box 1107	Orange	TX	77631-1107

Primary Contact

First name	M.I.	Last name	Title
Rickie		Harris	Superintendent
Telephone #	Email address		FAX #
409-882-5500	riha@woccisd.net		409-882-5452

Secondary Contact

First name	M.I.	Last name	Title
Nina		LeBlanc	Assistant Superintendent
Telephone #	Email address		FAX #
409-882-5500	nleb@woccisd.net		409-882-5452

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
Rickie		Harris	Superintendent
Telephone #	Email address		FAX #
409-882-5500	riha@woccisd.net		409-882-5452
Signature (blue ink preferred)			Date signed

Signature (blue ink preferred)

Date signed

[Handwritten Signature]
Only the legally responsible party may sign this application.

7/11/17

701-17-101-023

Schedule #1—General Information

County-district number or vendor ID: 181-906

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 181-906 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: 181-906

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: 181-906

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.

In partnership with our community, West Orange-Cove Consolidated Independent School District's (WOCCISD) mission is to transform lives every day through an exceptional educational experience. Our five campuses educate approximately 2,400 K-12 students each year, the overwhelming majority of who (84%) qualify for free- or reduced price-lunch or other public assistance programs. Approximately 60% of all students are African-American, and 13% are Hispanic. WOCCISD is located in rural southeast Texas 113 miles east of Houston close to the Texas-Louisiana state line. This district serves Orange County and the cities of Orange (pop. 18,595), West Orange (pop. 3,443), Pinehurst (pop. 2,097), and Bridge City (7,840). Census data shows that nearly one in every five (18%) WOCCISD students lives in poverty, and low educational attainment is generational in our community -- 75% of all Orange County residents age 25 and older do not have a college degree.

Our students' collective academic performance lags behind that of their peers, largely because of the immense struggles they face due to living in poverty, coupled with a widespread lack of familial experience in higher education. This is particularly apparent in the district's traditional high school serving 9th-12th grade - West Orange-Stark High School - a 2016-17 Title I Focus Campus (not Improvement Required) that educates nearly 600 students each year. West Orange-Stark students dropout at more than twice the rate of their peers, and only 10% of all graduates are considered "college-ready" in both math and English-Language Arts (ELA). Only half of all graduates attend colleges and universities in Texas immediately after graduating.

To help break the cycle of poverty and low educational attainment in our service area, WOCCISD and Lamar State College -- Orange will transform WOSHS into a model rural high school where the majority of students graduate on-time and immediately enter higher education or high-skilled occupations. This school redesign project will facilitate WOSHS' school-wide adoption of computer-based, adaptive learning technologies in English-Language Arts (ELA) and math; a summer program for college placement exam preparation and college readiness education; and the creation of an Early College High School program that will allow students to earn up to 60 hours of college credit - an entire associate degree - at no cost while completing requirements for their diploma.

The district will use a "Turnaround" school redesign model to implement WOSHS' transformation, and a Phased-in Redesign of all 9th-12th grade ELA and math classes and ECHS classes will occur one grade at a time, beginning with 9th grade in spring 2018 and ending with 12th grade in spring 2020. At the culmination of this school redesign project and with assistance from school redesign partner Lamar State College -- Orange, all WOSHS students will have equitable access to 21st century learning tools, summer college preparatory curriculum, and opportunities to earn up to two years of transferrable college credit at no cost. Most (77%) will be low-income, African-American students, and more than half (57%) will be considered "at-risk" for dropout by the TEA.

This phased-in school turnaround will result in the following positive outcomes for WOSHS and its students:

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 181-906

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.

- By 2020, at least 90% of all students will graduate on-time.
- By 2023, at least 75% of all students will pass all subjects on the state STAAR assessment exam.
- By 2023, at least 35% of all students will complete advanced courses each year.
- By 2023, at least 35% of all graduates will be "college-ready" in both math and ELA.
- By 2023, at least 60% of all WOSHS students will enroll in a Texas college during high school via dual-credit or the ECHS program or immediately after graduating.

By 2023, once all planned outcomes are achieved, we expect WOSHS to receive one or more of the following campus distinctions: Top 25 Percent: Student Progress; Top 25 Percent: Closing Performance Gaps; Postsecondary Readiness (district and campus), aligning with WOCCISD's vision for increasing the number and percent of its students who are enrolled in higher-rated schools.

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 181-906				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	Implementatio n Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$0	\$99,750	\$0	\$99,750
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$23,000	\$0	\$23,000
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$36,750	\$0	\$36,750
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$10,000	\$0	\$10,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0	\$0
	Consolidate Administrative Funds				<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$0	\$169,500	\$0	\$169,500
Percentage% <u>indirect costs</u> (see note):			N/A	\$0	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$0	\$169,500	\$0	\$169,500

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: 181-906				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		3	\$0	\$30,000	\$30,000
2	Educational aide		2	\$0	\$6,000	\$6,000
3	Tutor	1		\$0	\$2,000	\$2,000
Program Management and Administration						
4	Project director			\$0	\$0	\$0
5	Project coordinator		1	\$0	\$25,000	\$25,000
6	Teacher facilitator			\$0	\$0	\$0
7	Teacher supervisor			\$0	\$0	\$0
8	Secretary/administrative assistant		1	\$0	\$7,000	\$7,000
9	Data entry clerk		1	\$0	\$7,000	\$7,000
10	Grant accountant/bookkeeper			\$0	\$0	\$0
11	Evaluator/evaluation specialist			\$0	\$0	\$0
Auxiliary						
12	Counselor		1	\$0	\$6,000	\$6,000
13	Social worker			\$0	\$0	\$0
14	Community liaison/parent coordinator		1	\$0	\$5,000	\$5,000
Education Service Center (to be completed by ESC only when ESC is the applicant)						
15						
16						
17						
18						
19						
20						
Other Employee Positions						
21	Title			\$0	\$0	\$0
22	Title			\$0	\$0	\$0
23	Title			\$0	\$0	\$0
2	Subtotal employee costs:			\$0	\$0	\$0
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4				
Substitute, Extra-Duty Pay, Benefits Costs				
2 5	6112	Substitute pay	\$0	\$500
2 6	6119	Professional staff extra-duty pay	\$0	\$2,250
2 7	6121	Support staff extra-duty pay	\$0	\$0
2 8	6140	Employee benefits	\$0	\$9,000
2 9	61XX	Tuition remission (IHEs only)	\$0	\$0
3 0	Subtotal substitute, extra-duty, benefits costs		\$0	\$11,750
3 1	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$0	\$99,750

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: 181-906			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	Tuition/fees for ECHS college credits	\$0	\$19,250	\$19,250
2	"College Bound" summer program	\$0	\$3,750	\$3,750
b. Subtotal of professional and contracted services:		\$0	\$23,000	\$23,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0	\$0	\$0
(Sum of lines a, b, and c) Grand total		\$0	23,000	23,000

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: 181-906		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:	\$0	\$36,750	\$36,750
Grand total:		\$0	\$36,750	\$36,750

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: 181-906		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: N/A			
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.	\$0	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$0	\$0	\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$0	\$10,000	\$10,000
Grand total:		\$0	\$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: 181-906				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			\$	\$0	\$0	\$0
3			\$	\$0	\$0	\$0
4			\$	\$0	\$0	\$0
5			\$	\$0	\$0	\$0
6			\$	\$0	\$0	\$0
7			\$	\$0	\$0	\$0
8			\$	\$0	\$0	\$0
9			\$	\$0	\$0	\$0
10			\$	\$0	\$0	\$0
11			\$	\$0	\$0	\$0
66XX—Software, capitalized						
12			\$	\$0	\$0	\$0
13			\$	\$0	\$0	\$0
14			\$	\$0	\$0	\$0
15			\$	\$0	\$0	\$0
16			\$	\$0	\$0	\$0
17			\$	\$0	\$0	\$0
18			\$	\$0	\$0	\$0
66XX—Equipment, furniture, or vehicles						
19			\$	\$0	\$0	\$0
20			\$	\$0	\$0	\$0
21			\$	\$0	\$0	\$0
22			\$	\$0	\$0	\$0
23			\$	\$0	\$0	\$0
24			\$	\$0	\$0	\$0
25			\$	\$0	\$0	\$0
26			\$	\$0	\$0	\$0
27			\$	\$0	\$0	\$0
28			\$	\$0	\$0	\$0
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)						
29				\$0	\$0	\$0
Grand total:				\$0	\$169,500	\$169,500

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: 181-906										Amendment # (for amendments only):						
Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.																
Student Category	Student Number	Student Percentage	Comment													
Economically disadvantaged	600	84%	From 2015-16 TAPR													
Limited English proficient (LEP)	13	2%	From 2015-16 TAPR													
Disciplinary placements	21	4%	From 2015-16 TAPR													
Attendance rate	NA	93.7%	From 2015-16 TAPR													
Annual dropout rate (Gr 9-12)	NA	3.9%	From 2015-16 TAPR													
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		
0	0	0	0	0	0	0	0	0	0	180	150	144	126	600		

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Schedule #13—Needs Assessment

County-district number or vendor ID: 181-906

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.

Low-income students are 10.5 times more likely to dropout than students from high-income families, (Johnson, 2010). Reasons include academic skills deficits, social and economic pressures, a lack of adult guidance and mentoring, coupled with the need to obtain employment and/or to care for family members (Johnson, 2010). Nearly all (84%) WOSHS students are eligible for free- or reduced-price lunch, and they continue to perform, graduate, and enroll in college at below-average rates, largely due to poverty's devastating effects on their ability to thrive in traditional schools.

Academic Performance Comparisons of West Orange-Stark HS Students vs. 9th-12th Grade Peers in the Region and State	West Orange-Stark HS	ESC Region Average	State Average
% of all students who passed STAAR state assessment exam	52%	71%	75%
Class of 2015 dropout rate	18%	7%	6%
% of graduates who are college ready in math and ELA	10%	35%	35%
% of 2013-14 graduates who enrolled in Texas college immediately	51%	53%	58%

This phased-in school turnaround directly responds to a comprehensive needs assessment conducted in 2016 as part of WOSHS' existing Campus Improvement Plan (CIP). As part of the CNA, a Schoolwide Planning Team discussed their vision for the high school's transformation in terms of student success, the difference between that vision and the campus in its current state, and WOSHS' strengths and challenges the campus must address to achieve meaningful change. The Schoolwide Planning Team also analyzed data on students' academic achievement, surveys/observations of teachers, and focus groups with parents and other members of the community to identify the focus areas of the 2016-17 CIP, which informed the interventions we propose in this project.

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By TEA staff person:

Schedule #14—Management Plan				
County-district number or vendor ID: 181-906			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	WOSHS Principal	Gravis Wilton Alexander III, M.ED., joined the district as WOSHS Principal in June 2017. He has served as a teacher, coach, assistant principal and principal for Texas public middle and high schools since 1991 and holds a Superintendent Certification, Mid-Management Principal Certification, and teaching certifications in Kinesiology, Biology, and Physical Science. Mr. Alexander has completed Crucial Conversations training, diversity and cultural competency training, and he is a member of the Texas Association of Secondary School Principals. Mr. Alexander will oversee project implementation, evaluation, and all required reporting.		
2	WOSHS Transition/ CTE Coordinator	Troy Y. Bethley, Ed.D., joined WOCCISD in July 2017 after serving as an Assistant Principal with DeSoto ISD from 2006 to 2013 and as Principal of Wilson Elementary School in Pampa ISD for the last four years. In his current role as district Career and Technical Education Coordinator, Mr. Bethley will assist Mr. Alexander in the redesign of WOSHS, including coordinating with our school design partners, recruiting and training teachers, curriculum development, acquiring technology and supplies for the project, and assuring data is collected for the project's evaluation.		
3	Lamar State Vice President for Academic Affairs	Gwendolyn Whitehead has served as Vice President for Academic Affairs for Lamar State College – Orange since 2014 after serving as an Associate Professor of English from 1998-2012; and as Arts and Sciences Division Director from 2012-2014. Dr. Whitehead now supervises college administrators, provides oversight for curriculum/program development and academic policies, and serves as the college's accreditation liaison. Dr. Whitehead will oversee development of a performance contract for the WOSHS ECHS, obtaining accreditation, and faculty recruitment/training for the ECHS.		
4	Education technology providers	The district will partner with leading educational technology providers to modernize teaching and learning throughout WOSHS. Examples include Apple, Samsung, Google Apps for Education, Compass Learning, IXL Learning, and many others with decades of experience with effectively incorporating technology in K-12 classrooms.		
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	All students (100%) have access to adaptive learning software in ELA and math.	1. Tablets/laptops purchased.	08/27/2017	12/01/2017
		2. Teachers trained.	01/15/2018	05/15/2018
		3. Core curriculum revised.	05/15/2018	08/01/2018
		4. Phased implementation begins with 9th grade.	08/01/2018	Ongoing
2	All students (100%) have access to additional resources to prepare for college.	1. "College Bound" summer program curriculum created.	08/27/2017	12/01/2017
		2. Teachers recruited/trained.	01/15/2018	05/15/2018
		3. Parents and students notified.	03/01/2018	Ongoing each spring
		4. First College Bound summer program begins	06/15/2017	Ongoing for two weeks each summer
3	The WOSHS ECHS program will serve at least 100 9 th -12 th grade students each year.	1. Courses aligned/curriculum created/revised.	08/27/2017	12/01/2017
		2. ECHS performance contract fully executed.	08/27/2017	12/01/2017
		3. Accreditor/Board of Trustees approval secured.	01/15/2018	03/15/2018
		4. Parents and students notified.	03/01/2018	Ongoing each spring/summer
		5. Teachers/professors recruited/trained	01/15/2018	07/15/2018
		6. Students tested/enrolled/9 th grade cohort begins.	01/15/2018	08/26/2018

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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: 181-906

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.

The redesign of WOSHS is directly aligned to the goals of its 2016-17 Campus Improvement Plan (CIP), as demonstrated in the chart below, to ensure all WOSHS personnel remain committed to the project's success. The WOSHS Transition/CTE Coordinator will lead daily aspects of WOSHS' turnaround, including coordinating all efforts with the campus leadership team and WOCCISD administrators via frequent in-person, phone, and e-mail communication. The WOSHS Principal will be ultimately responsible for the project and will conduct frequent check-ins for compliance.

2016-17 CIP Goal	Planned CIP Interventions	Aligned Turnaround Intervention
1) WOCCISD will enhance programs to meet individualized student needs.	Implement high-impact teaching strategies; expand dual-credit.	Creation of ECHS program.
2) WOCCISD will upgrade technology throughout the system.	Acquire laptops/tablets; provide teacher professional development.	Teacher training/use of adaptive learning software in math/ELA and college placement exam preparation.
3) WOCCISD will provide opportunities to increase family involvement.	Increased parent involvement in academic activities.	Afterschool and summer college readiness workshops.
4) WOCCISD will maintain a quality staff.	Provide additional professional development through ESC 5	Professional development for all math/ELA teachers to facilitate their adoption of teaching technologies.

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Schedule #15—Project Evaluation			
County-district number or vendor ID: 181-906		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.	Weekly monitoring of project objectives/ milestones.	1.	100% of objectives/milestones accomplished on time and within budget.
2.	Monthly monitoring of student performance and attendance/ participation.	1.	At least 100 students will participate in summer college preparation programs/year.
2.		More students attending school daily.	
3.		More students passing.	
3.	Monthly monitoring of new teaching strategies.	1.	At least 85% of all WOSHS teachers implement adaptive learning software with fidelity each year.
4.	Yearly monitoring of students' collective performance.	1.	By 2023, WOSHS will meet TEA's "Met Standard" Accountability rating and will receive one or more of the following campus distinctions: Top 25 Percent: Student Progress; Top 25 Percent: Closing Performance Gaps; Postsecondary Readiness (district and campus).
2.		By 2023, at least 75% of all students pass the STAAR assessment exam.	
3.		By 2023, at least 35% of all students complete advanced courses/year.	
4.		By 2023, at least 35% of all graduates are college-ready in math/ELA.	
5.		By 2020, at least 90% of all students will graduate on-time.	
6.		By 2023, at least 60% of all WOSHS students will enroll in a Texas college immediately after graduating and/or during high school.	
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.			
<p>The primary data source for measuring the extent to which project outcomes are achieved will be results published in TEA Texas Academic Performance Reports. will generate monthly, quarterly, and end-of-year reports on accomplishment of project objectives to show if milestones are being met, and to gauge progress toward accomplishing the project's long-term outcomes. Report results will be shared with school and district administrators immediately after they become available. The WOSHS Principal will use administrators' feedback to make any necessary improvements to the project on a continuous basis.</p>			
Objectives	Data Source	Collection Times	Responsible
All students (100%) have access to adaptive learning software in ELA and math.	Purchasing records	Weekly	Admin. Assistant
	Inventory audits	Annually	Admin. Assistant
	Classroom observations	Quarterly	WOSHS Principal
All students (100%) have access to additional college preparation resources.	Revised curriculum	Immediately upon creation	CTE/Transition Coordinator
	Summer program attendance records	Daily May-August	Admin. Assistant
The WOSHS ECHS program will serve at least 100 students each year.	Performance contract	Immediately upon execution	CTE/Transition Coordinator
	Revised curriculum	Immediately upon creation	CTE/Transition Coordinator
	ECHS attendance records	Daily August-May	Data Entry Clerk

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 181-906	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.	
<p>With information gathered as part of WOSHS' 2016 CNA, the WOSHS Principal will oversee updating and dissemination of the existing school improvement plan by July 2018. The school improvement plan will guide reform of WOSHS' total instructional program to create a strong college and career preparatory pipeline for Orange County and Greater Houston.</p> <p>The revised school improvement plan will serve as the blueprint for how WOSHS will address the needs identified during the CNA via 1) school-wide adoption of adaptive learning software that will facilitate differentiated instruction, 2) implementation of a no-cost summer program for college preparation that will be open to all students; and 4) implementation of an ECHS program for at least 100 9th-12th grade students each year upon full enrollment in the 2022-23 school year. In compliance with TEA requirements for school improvement plans, these evidence-based instructional strategies and initiatives strengthen our core academic program, increase the quality and quantity of learning time, and address the learning needs of all students.</p> <p>The revised school improvement plan for WOSHS will also include: 1) plans for recruiting and employing high-quality teachers, including requirements for all ECHS teachers; 2) plans for providing continuous, high-quality professional development to all WOSHS teachers; 3) strategies for involving parents in their child's education, and specific plans for involving parents in planning, implementing, and evaluating WOSHS' redesign; 4) specific plans for including teachers in decisions regarding the use of academic assessments, including the development of tools to determine if new teaching strategies are being implemented with fidelity; 5) activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance, including college placement exam preparation and enrollment assistance via a new summer program; 6) plans for coordinating and integrating existing federal, state, and local services and programs into WOSHS' transformation.</p>	

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 181-906	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.	
<p>As described in the evaluation plan above, Mr. Alexander and Dr. Whitehead will monitor and evaluate this school redesign to determine if it is being implemented as intended, and if students' academic achievement is improved to the levels we desire, particularly for students who had been the furthest from achieving these standards. Their evaluation will determine the percentage of students who reach proficiency on the state's annual assessments, and the success of specific instructional strategies, the participation/support of teachers and administrators, the degree of parental involvement in WOSHS' redesign. Monitoring will provide data to answer the following evaluation questions:</p> <ul style="list-style-type: none"> • What resources did the schoolwide program identify and to what degree were they used? • Did planned events, such as professional development, parental involvement activities, and schoolwide AVID adoption, take place as scheduled? • What were the short-term results of implementing WOSHS' restart? Did the campus provide training for the targeted number of campus staff? Did the training affect subsequent instructional decisions? • Are more WOSHS students graduating on-time and entering college? <p>The information that emerges from monitoring and data analysis will clearly describe WOCCISD's progress in implementing WOSHS' restart and in increasing student achievement, and it will indicate areas where the campus needs additional work and/or necessary revisions to the phased-in redesign. The ensure project funding is adequately monitored, the district's Executive Director of Finance will approve all grant purchases, and all expenditures will conform to district and state guidelines for purchasing. All funds will be monitored by the WOCCISD Finance Department at least weekly.</p>	
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.	
<p>WOCCISD has screened and selected highly qualified external partners for this school redesign project.</p> <p>Lamar State College – Orange – our school redesign partner – is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees in a wide variety of fields and to provide dual-credit courses to high school students throughout rural southeast Texas.</p> <p>This project will also partner the district with leading educational technology providers to equip all of our students with 21st Century learning tools that target their individual learning needs. Examples include hardware providers such as Apple, Google, Dell, and/or Samsung, and software providers such as Kahn Academy, Compass Learning, IXL Learning, and ST Math.</p> <p>Hardware and software providers will be asked to submit responses to request for proposals that will facilitate identification of the best partner via consideration of individual item price, total price of items, life cycle cost, delivery dates, terms, location of the vendor, quality of materials, safety, past performance of goods and vendor, transportation charges, good business practices, and conformance to appropriate Local, State, and Federal Ordinances, Statutes and Regulations.</p>	

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 181-906	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.	
<p>Beginning in the project's second year, district will begin to re-direct existing technology and professional development funding to cover the cost of maintaining the equipment acquired through this project and teacher training, with the goal of fully sustaining the project's cost by the 2022-23 school year.</p> <p>WOCCISD and Lamar State College – Orange will also continue to search for additional federal, state, and foundation-funded grant opportunities to sustain the initiatives of this school redesign project, including covering the cost of tuition and fees for all ECHS students.</p>	
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.	
<p>Mr. Alexandar and Dr. Whitehead will maintain frequent in-person, e-mail, and phone communication to assess the need to modify practices and policies to provide operational flexibility for WOSHS' redesign, including modifying incentives for 9th-12th grade teachers to implement tablet and Smart Board with fidelity in all math and ELA classes, and to assist students with college placement exam preparation and enrollment via the WOSHS "College Bound" summer program.</p> <p>If changes in practices and policies are necessary at WOSHS, Mr. Alexander will communicate needed revisions/new policies to the district's Director of Secondary Curriculum and Assistant Superintendent of Schools, who reports directly to the WOCCISD Superintendent. If district Board of Trustees approval is required, the district Superintendent will be charged with informing Board members and obtaining their support.</p> <p>If changes in practices and policies are necessary at Lamar State College – Orange, Dr. Whitehead – who reports to the College President – will ensure full compliance with SACSCOC regulations, if applicable, and will guide the process of securing approval from appropriate parties on campus, including department chairs, curriculum committees, the college's Faculty Senate, and, if needed, Board of Trustees approval.</p>	

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

County-district number or vendor ID: 181-906

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.

Adaptive learning software/teaching with technology: Use of tablet technology has been shown to help students master reading comprehension and math skills (What Works Clearinghouse, 2014), and "digital instruction replaces enough of teachers' time that they can teach more students, using face-to-face teaching time for higher-order learning and personalized follow-up," (Public Impact, 2012). Researchers' cost-saving calculations predict schools could increase teacher pay by up to 41%, without increasing class sizes and within existing budgets with whole-school adoption of 1:1 student-to-tablet ratios (Public Impact, 2012), as we have proposed. This school redesign project will also facilitate use of Smart Boards at WOSHS, "presentation devices that interface with a computer; computer images are displayed on a touch-sensitive screen by a digital projector, where they can be seen and manipulated," (Perras, 2016). Smart Boards allow teachers to supplement lectures with colorful text, video clips, animation, and images, making it easier for dyslexic students to understand concepts (Lytle, 2015), and making lessons highly engaging to improve students' "sustained interest and focus, which is especially helpful for students with ADHD," (Perras, 2016). Smart Boards also assist WOSHS teachers with "differentiating instruction and providing more individualized learning for all students," (Perras, 2016).

ECHS: Early College High School programs meet the Department of Education's evidence of promise standard for facilitating statistically significant increases in students' achievement in ELA and in their high school graduation, college enrollment, and degree attainment rates (What Works Clearinghouse, 2014). The ECHS programs in this study served student populations that were, on average, 49% racial/ethnic minorities and 44% low income. While involvement in ECHS programs improves success for all, "their impact on college degree attainment was significantly stronger for female students, ethnic minorities, and low-income students," (What Works Clearinghouse, 2014).

College placement exam preparation and enrollment assistance: "College-bound students, especially those of low socioeconomic status, may lack the financial and college literacy to complete typical matriculation requirements," (What Works Clearinghouse, 2015). Researchers have found that high school students who participate in summer programs that provide college placement exam preparation, enrollment assistance, and financial aid education are more likely to immediately enroll in college after graduation, and more likely to persist in college through their sophomore year, (What Works Clearinghouse, 2015).

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 181-906

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.

This school redesign project aligns with WOCCISD's vision for increasing the number and percent of its students who are enrolled in higher-rated schools. Researchers have found that "pull" factors such as jobs and family have historically been the most significant influence on a student's decision to drop out of high school, followed by "push factors," or in-school consequences associated with academic under-preparedness, attendance, or discipline, (Doll, Eslami & Walters, 2013). WOSHS students are more likely to exhibit these "push" and "pull" risk factors for dropout, especially academic underpreparedness, resulting in an unacceptably high dropout rate among 9th-12th grade students.

Nearly all (84%) of our students are low-income, and 73% are members of groups that are underrepresented in higher education and high-skilled occupations, yet our modes of instruction and support are often not aligned to their specific needs. This phased-in school restart will allow the district to revise all 9th-12th grade curriculum and create new college readiness initiatives that are grounded in evidence-based strategies for increasing low-income, underrepresented student success, ensuring we are intentionally and consistently providing our students with the support they need to improve their performance.

Upon empowering our high school students to succeed via the interventions we have proposed in this school redesign project, we expect their STAAR and college placement exam scores, grades, graduation rates, and college enrollment rates will improve, all factors that will contribute to WOSHS obtaining higher ratings from the TEA. ECHS students must demonstrate college-level skills in at least reading and writing on the Texas Success Initiative (TSI) placement exam before they can enroll in ECHS courses, increasing the need for focus on college placement exam preparation for all students in 9th-12th grade.

Within the next five years, after full implementation of this school redesign, we expect WOSHS to meet TEA's "Met Standard" Accountability rating and to receive at least one of the following campus distinctions: Top 25 Percent: Student Progress; Top 25 Percent: Closing Performance Gaps; Postsecondary Readiness (district and campus). Once achieved, 600 WOCCISD students – approximately 25% of all students educated in the district each year – will be enrolled in a higher-rated school.

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

County-district number or vendor ID: 181-906

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.

Adaptive learning software/teaching with technology: Instead of the traditional "lecture" method where teachers "teach to the middle" of all students' ability levels and the pace of student learning is set by the instructor alone, all 9th-12th grade math and ELA teachers will use the differentiated curricula strategy (Little, 2004) of shared lecture time followed by ability-appropriate individual and group activities that involve use of tablets, adaptive learning software, and Smart Boards. For students who are ready to excel beyond the pace of their class, use of tablets, adaptive learning software, and Smart Boards will keep them engaged, and for those who are struggling to keep up, use of these teaching technologies will allow for targeted remediation of their personal academic weaknesses, along with additional class time for teachers to provide personal instruction.

ECHS: The WOSHS ECHS will serve 25 freshman students during the first year of the project, then add new cohorts of at least 25 freshmen each school year until there are at least 100 9th-12th grade students served. Incoming freshmen through entering seniors will be eligible to enroll in dual credit ECHS courses if they demonstrate college-level ability in ELA, math, or both subjects. ECHS students will have the ability to earn up to an entire associate degree free of charge. All credits students earn will be applicable toward their diploma requirements and transferrable to all public colleges and universities in Texas.

College placement exam preparation and enrollment assistance: WOSHS' three-week, no-cost "College Bound" summer program will provide college placement exam preparation for all incoming freshmen through graduated seniors via Kahn Academy, assisted by WOSHS teachers and/or Lamar State College student tutors. This will allow WOSHS to efficiently target college placement exam preparation instruction to all ability and grade levels at the same time, in the same place (computer lab), better preparing students for enrollment in college immediately after graduating, or via enrollment in WOSHS ECHS after demonstrating college readiness via the Texas Success Initiative (TSI) exam. Students and their family members will also participate in workshops on college admissions and financial aid, and all parents will be required to attend a College Bound orientation session with their child, where WOSHS teachers and counselors will guide them and their child through establishing goals for finishing high school and immediately entering college.

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

County-district number or vendor ID: 181-906

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.

- ☐ School turnaround
- ☒ Turnaround
- ☐ Closure/Consolidation

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

The Turnaround school redesign model is most appropriate for this project. Mr. Alexander is new to WOSHS, having assumed the Principal position in June 2017. He brings 26 years of teaching and middle and high school administrative experience with him, along with fresh ideas and outlooks, including extensive knowledge in school-based interventions for underrepresented students, making him a perfect candidate to lead WOSHS' transformation. In addition, this project will incorporate the 1:1 use of tablets, adaptive learning software, and Smart Boards in all 9th-12th grade math and ELA courses, representing a comprehensive change to our current traditional instructional model.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 181-906	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.	
<input checked="checked" type="checkbox"/> Phase-in Redesign <input type="checkbox"/> 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.	
<p>WOCCISD will implement a Phase-In Redesign of WOSHS to allow for:</p> <ul style="list-style-type: none"> Adequate time to develop a performance contract, instructor recruitment and training plans, and course curriculum with school redesign partner Lamar State College – Orange for the WOSHS ECHS program; Adequate time to develop training curriculum to prepare teachers to incorporate the combined use of Smart Boards, tablets, and adaptive learning software with fidelity; Adequate time to work with school redesign partner Lamar State College – Orange, with teaching technology manufacturers, and with WOSHS counselors to develop methods for assessing whether teachers and the WOSHS principal are implementing school redesign interventions with fidelity; Adequate time to provide professional development that will prepare WOSHS teachers to implement the interventions we have proposed with fidelity, including training in how to adapt existing math and ELA classes to include teaching technologies, how to assist students and their families with setting goals for enrolling in college and obtaining financial aid, and training for Lamar State College – Orange professors and/or WOSHS master's-level teachers who will teach ECHS courses to ensure they are aware of and responsive to the unique needs of WOSHS students; More effective technology implementation/use of differentiated instruction by building on lessons learned from prior years; More time to solicit additional federal, state, and foundation funding to assist in the implementation of WOSHS' transformation into a high-performing rural high school. 	

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 181-906	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.	
<input checked="" type="checkbox"/> Alternative Management	
<input type="checkbox"/> Campus Charter	
<input type="checkbox"/> District of Innovation	
<input type="checkbox"/> 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.	
<p>WOCCISD will implement an Alternative Management Plan for WOSHS' redesign. The district will partner with Lamar State College – Orange to develop and implement a performance contract for the WOSHS ECHS program that includes operational policies, procedures, implementation timelines, and performance expectations. This is the most appropriate operational flexibility plan, as Lamar State College is the entity that is accredited to provide and/or approve our teachers to provide students with college credit-bearing courses.</p>	

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 181-906	Amendment # (for amendments only):
TEA Program Requirement 6a: Select whether grant funds will be used for planning and implementation or implementation only of a supported school redesign. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<input type="checkbox"/> Planning and Implementation	
<input checked="" type="checkbox"/> Implementation Only	
TEA Program Requirement 6b: Describe the rationale for selecting either planning and implementation or implementation only. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>Grant funds will be used for implementation of WOSHS' redesign only, as the interventions we have proposed were developed in response to extensive planning via the high school's Campus Needs Assessment (CNA) conducted in 2016 and the resulting Campus Improvement Plan (CIP) that is currently in place.</p>	

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

County-district number or vendor ID: 181-906

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.

School redesign partner Lamar State College – Orange has provided affordable, high-quality higher education to residents of rural southeast Texas for the past 40 years. The open-enrollment college offers 17 associate of arts (AA), associate of science (AS) and associate of applied science (AAS) degrees, 22 certificate programs, and eight institutional awards (IAs) in a variety of high-demand fields. From humble beginnings in an abandoned elementary school building, Lamar State has developed into a dynamic institution that serves more than 2,400 students, emphasizing quality instruction and personal attention. The campus occupies 14 landscaped acres, including seven academic buildings and the Ron E. Lewis Library, completed in 2001.

Lamar State College-Orange – now part of the Texas State University System – is a two-year institution that offers both academic transfer and career-oriented programs of instruction. Academic transfer curriculum is designed for students who ultimately want to earn a bachelor's degree. Students can earn an associate's degree while taking freshman and sophomore-level courses that transfer to any public four-year institution in Texas. Students who want immediate entry into the job market can choose from a variety of technical programs that are geared to the needs of the local workforce. The college offers more than 20 different career-oriented degree and certificate programs, including outstanding and recognized programs in nursing, dental assisting, industrial technology and information technology.

WOSHS students benefit from the college's dual-credit program, earning concurrent high school credit and college credit via classes that are mostly taught by master-level teachers on the high school campus. Most WOSHS students begin the program in their junior year. They are admitted and registered as Lamar State college students, pay college costs (although costs are usually greatly reduced), and generate a college transcript at the end of each dual-credit course. All course credits earned are fully transferable to any public college or university in Texas and to most other public universities out of state.

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

County-district number or vendor ID: 181-906

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.

WOCCISD has recruited and selected a high-quality leadership team for this project that has a track record of increasing student achievement at low-performing schools.

Before his current role as WOSHS Principal, Mr. Alexander spearheaded initiatives that resulted in an increase in Corsicana High School's average daily attendance from 94.5% to 96%. Strategies included reviving use of an automated school messenger system, initiating daily calls home for students absent during first period, and communicating the importance of using the TxConnect parent portal to students and their parents. Mr. Alexander designed and implemented an electronic system for homeroom teachers to identify and document chronically absent students and communicated the importance of school attendance with students and their parents. He has completed more than 500 student evaluations along with campus counselors and dyslexia staff and has extensive experience with identifying low-performing students and placing them on an academic contract. As Silsbee High School Assistant Principal, Mr. Alexander was instrumental in moving the campus from a TEA "Unacceptable" rating to "Recognized" over a two-year period, including implementing a discipline center that allowed assistant principals more time in the classroom, which reduced discipline referrals and reportable placements. As West Hardin High School, Principal, he conducted research to discover the root cause of the school's academic deficit was long-term substitute teachers, spanning multiple grade levels. This diagnoses of lead to a districtwide improvement plan and revision of campus instruction.

Mr. Alexander will also employ his extensive experience in budget management to ensure this project is conducted within planned expenses and in full accordance with all federal, state, and district regulations. In addition to managing whole-school budgets as a Principal, Mr. Alexander balanced West Hardin High School's budget from deficit to three-month payroll surplus in the general fund reserve. He lead textbook acquisitions and inventory for Sisbee High School with the Hayes Textbook Software system and has successfully negotiated contracts with private donors.

As a Pampa ISD Principal, Dr. Bethley spearheaded Wilson Elementary School's use of the Texas Accountability Intervention System (TAIS) process to achieve a 2016 "Met Standard" accountability rating. He has more than 10 years of experience in building and maintaining positive school climates and using data-based decision making to drive student success.

As Lamar State College – Orange's Arts and Sciences Division Director and Vice President of Academic Affairs, Dr. Whitehead has played a key role in expanding access to higher education for low-income WOSHS students and their peers throughout the region, including overseeing the operation and expansion of the college's dual credit program.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 181-906		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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: 181-906		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 checked="" 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 checked="" 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 checked="" 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 checked="" 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: 181-906

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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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: 181-906		Amendment number (for amendments only):		
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 181-906		Amendment number (for amendments only):		
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input checked="" 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: 181-906

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" 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: 181-906		Amendment number (for amendments only):		
Barrier: Lack of Knowledge Regarding Program Benefits (cont.)				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" 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	Academic underpreparedness	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	"College Bound" summer program, including TSI exam prep/use of differentiated instruction and adaptive learning software in all math and ELA classes			
Z99	Lack of means to fund college education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	WOSHS ECHS to provide dual credit at no charge to students.			
	Other strategy			

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