

Texas Education Agency Standard Application System (SAS)

2017-2019 School Redesign Grant, Pilot Cycle		FOR TEA USE ONLY Write NOGA ID here:
Program authority:	Every Student Succeeds Act (ESSA), Public Law (P.L.) 114-95, Title I, Part A, Sec 1003, School Improvement	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER ADMINISTRATION 2017 JUL 12 PM 2:45 </div>
Grant Period:	August 28, 2017, to July 31, 2019	
Application deadline:	5:00 p.m. Central Time, July 13, 2017	
Submittal information:	One original and two copies of the application, printed on one side only, and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov ; (512) 463-2617	

Schedule #1— General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Victoria ISD	235902	Patti Welder Middle School	
Vendor ID #	ESC Region #	DUNS #	
746002453	3	06-946-8114	
Mailing address	City	State	ZIP Code
102 Profit Drive	Victoria	TX	77901

Primary Contact

First name	M.I.	Last name	Title
Tammy	L	Sestak	Director of Federal Programs
Telephone #	Email address		FAX #
361-788-2898 ext.41116	tammy.sestak@visd.net		361-788-9302

Secondary Contact

First name	M.I.	Last name	Title
Sherri		Hathaway	Ex. Director of Curriculum
Telephone #	Email address		FAX #
361-788-2892	sherri.hathaway@visd.net		361-788-2888

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
Robert		Jaklich	Superintendent
Telephone #	Email address		FAX #
(361)788-9202	robert.jaklich@visd.net		(361)788-9643
Signature (blue ink preferred)			Date signed


 Only the legally responsible party may sign this application.

Date signed

07/11/2017

701-17-101-024

Schedule #1—General Information

County-district number or vendor ID: 235902

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: 235902

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: 235902

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: 235902

Amendment # (for amendments only):

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

As a district, Victoria ISD is committed to ensuring that all students have access to high quality instruction and maximum achievement. The district serves an extremely diverse community and works to guarantee that a child's zip code does not impact the quality of education he receives. The Victoria ISD vision, Excellence for ALL, is clearly evident in the district's practices related to differentiated support for its campuses. Although, consistent performance standards and expectations for student achievement across the district's twenty-seven campuses are critical, the district understands that individual campuses need varying levels of support in order to ensure excellence for all students. With this in mind, the district and campus leadership teams are requesting funding to assist with the turnaround school redesign plan being implemented at Patti Welder Middle School. Due to the urgent need for improved student performance at Patti Welder, the team will engage in whole school redesign of instruction and teacher support. Some aspects of the plan will be phased in including more comprehensive operational flexibility in scheduling and staffing at the sixth grade level. With the whole school redesign, approximately 676 students will be served. The operational flexibility necessary to enact lasting change on the campus will be guaranteed through Victoria ISD's District of Innovation plan. The campus will engage in both planning and implementation during the grant period.

To improve student performance at Patti Welder Middle School, the district, in partnership with Region 3 Education Service Center, will implement a turnaround plan directly aligned to the identified needs of the campus. Tier 1 instruction will be redesigned to ensure alignment with state standards while also providing the scaffolding that low-performing students need in order to accelerate learning and eliminate gaps. In addition, specific instructional strategies will be identified and utilized to engage students in learning and to assist students in serving as active partners in their own learning. For students who continue to struggle, an academic counselor will be employed to work directly with teachers in designing and implementing individualized intervention and accelerated instruction plans.

Comprehensive supports for students will be matched with comprehensive supports for teachers through the redesign of ongoing, job-embedded professional development. Forty-three percent of Patti Welder's teaching staff will be new to the campus this year, and many of the new staff members will have 0-5 years of experience. This equates to twenty-three teachers who will be new to campus and in need of ongoing support. To ensure that comprehensive support is provided, the campus's leadership team has been restructured. The new leadership team includes the principal, three assistant principals, three instructional coaches (one grant funded), four counselors (one grant funded), district personnel and the school redesign partner. Three of these turnaround administrators, including the principal, were recently assigned to the campus. The campus will also redesign its staffing plan to include lead teachers for each content areas. The lead teachers will serve as the content area experts providing continuous coaching and support for their new team members. Members of the leadership team will utilize Results Coaching strategies to assist teachers in engaging in self-reflection and professional goal setting. Through the partnership with Region 3 and the support of the district's curriculum team, Patti Welder teachers will engage in comprehensive professional development focused on instructional delivery, data analysis and planning, and classroom management. This professional development will be individualized to meet the unique needs of each teacher.

School improvement efforts will also stress the critical roles of families and communities in student success, and the campus's family and community engagement plan will be redesigned to leverage engagement so that it positively impacts students performance. Resources from Raise Your Hand Texas Design Institute will be utilized to create the Family and Engagement plan.

Since the campus has a high turnover rate and a staff in need of ongoing support, the campus has selected the Region 3 Education Service Center as its school redesign partner. This partner was selected due to their extensive knowledge and experience in providing high quality professional development and support for classroom teachers. During the grant planning period, the services to be provided by the ESC will be determined. Services will be aligned to the identified needs of individual teachers, content area departments and/or the staff as a whole. Region 3 will play an integral role in training school staff in instructional delivery techniques, data analysis, classroom management and content knowledge.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 235902

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.

The school redesign will include the following elements:

Education Plan: The campus will improve Tier I instruction through intentional planning of lessons aligned to the rigor of the TEKS and focused weekly PLC meetings focused on lesson planning and instructional delivery. Strategies outlined in The Fundamental Five will be utilized to ensure improved Tier I instruction. An academic counselor will be employed to focus on the development of individualized plans for struggling students with a special emphasis on 6th graders enrolled in Power Math and Power Reading intervention courses. The counselor will also monitor performance of student subgroups. Students in targeted subgroups will engage in goal setting and data tracking and will be matched to community mentors. Grant-funded part-time tutors will be utilized to provide instructional support.

Talent Plan: The campus will have additional staff including an additional locally funded assistant principal, a grant funded academic counselor and a grant funded instructional coach. Class sizes will be monitored and kept at a low teacher to student ratio. Individualized professional development will be offered focused on continuous job-embedded support. Instructional coaches, district staff and ESC staff will utilize the Results Coaching model to provide support through modeling, coaching and feedback. A lead teacher model will be implemented to recruit experienced staff to provide quality mentoring and encourage leadership at all levels. Teachers will engage in goal setting and data tracking.

School Culture Plan: A common vision with clear goals will be established by the entire team and communicated to all stakeholders. All actions and decisions will be tied directly to attainment of goals and core values. Student achievement will be the focus of all meetings, family sessions, community events and improvement efforts. Families and community members will be recruited to assist in the attainment of goals and the support of staff. The campus's parent liaison and counselors will work with community agencies and school staff to develop systems of comprehensive student support and to address academic, social-emotional and basic needs. Students experience attendance and discipline difficulties will be supported with individual action plans developed jointly with the campus and families.

Facilities Plan: Systems to support clear behavioral expectations across all common areas will be refined and implemented with consistency. Identified facility needs will be addressed immediately to improve campus climate and culture and assist with implementation of schoolwide turnaround plan. Student expectations will be posted and clearly communicated.

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 235902				Amendment # (for amendments only):		
Program authority: Every Student Succeeds Act (ESSA), P.L. 114-95, Title I, Part A, Sec 1003, School Improvement						
Grant period: August 28, 2017, to July 31, 2019				Fund code: 211		
Budget Summary						
Schedule #	Title	Class/ Object Code	Planning Cost	Implementation Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$0	\$592670	\$50000	\$642670
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$75000	\$0	\$75000
Schedule #9	Supplies and Materials (6300)	6300	\$5000	\$50000	\$0	\$55000
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$25000	\$0	\$25000
Schedule #11	Capital Outlay (6600)	6600	\$	\$98750	\$0	\$98750
	Consolidate Administrative Funds				<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$5000	\$841420	\$50000	\$896420
Percentage% <u>indirect costs</u> (see note):			N/A	\$16576	\$985	\$17561
Grand total of budgeted costs (add all entries in each column):			\$5000	\$857996	\$50985	\$913981

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: 235902				Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Cost	Implementation Cost	Total Budgeted Cost
Academic/Instructional						
1	Teacher	0	0	\$0	\$0	\$0
2	Educational aide	0	0	\$0	\$0	\$0
3	Tutor (part-time: 15 hours per week)	6	0	\$0	\$120000	\$120000
Program Management and Administration						
4	Project director	0	0	\$0	\$0	\$0
5	Project coordinator	0	0	\$0	\$0	\$0
6	Teacher facilitator	1	0	\$0	\$130000	\$130000
7	Teacher supervisor	0	0	\$0	\$0	\$0
8	Secretary/administrative assistant	1	0	\$0	40000	40000
9	Data entry clerk	0	0	\$0	\$0	\$0
10	Grant accountant/bookkeeper	0	0	\$0	\$0	\$0
11	Evaluator/evaluation specialist	0	0	\$0	\$0	\$0
Auxiliary						
12	Counselor	1	0	\$0	\$140000	\$140000
13	Social worker	0	0	\$0	\$0	\$0
14	Community liaison/parent coordinator	0	0	\$0	\$0	\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)						
15						
16						
17						
Other Employee Positions						
21	Grant Manager	0	1	\$0	\$30000	\$30000
22	DCSI	0	1	\$0	\$30000	\$30000
23	Title	0	0	\$0	\$0	\$0
24	Subtotal employee costs:			\$0	\$490000	\$490000
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay		\$0	\$0	\$0
26	6119	Professional staff extra-duty pay (extended day learning for teachers and/or students) (2 hrs per week x 30 weeks x 30 staff x \$25 per hour)		\$0	\$45000	\$45000
27	6121	Support staff extra-duty pay (extended day learning for teachers and/or students) (2 hrs per week x 30 weeks x 30 staff x \$10 per hour)		\$0	\$18000	\$18000
28	6140	Employee benefits		\$0	\$89670	\$89670
29	61XX	Tuition remission (IHEs only)		\$0	\$0	\$0
30	Subtotal substitute, extra-duty, benefits costs			\$0	\$642670	\$642670
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$0	\$642670	\$642670

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: 235902			Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.				
Professional and Contracted Services Requiring Specific Approval				
Expense Item Description		Planning Cost	Implementation Cost	Total Budgeted Cost
6269	Rental or lease of buildings, space in buildings, or land	\$	\$	\$
	Specify purpose:			
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$	\$
Professional and Contracted Services				
#	Description of Service and Purpose	Planning Cost	Implementation Cost	Total Budgeted Cost
1	Contract with School Redesign Partner to provide targeted professional development and staff support – exact services to be determined during planning period based on staff needs (focus on content knowledge, instructional delivery, classroom management and/or data analysis)	\$0	\$75000	\$75000
2		\$	\$	\$
3		\$	\$	\$
4		\$	\$	\$
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
b. Subtotal of professional and contracted services:		\$0	\$75000	\$75000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$	\$
(Sum of lines a, b, and c) Grand total		\$0	\$75000	\$75000

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: 235902			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: supplies and materials to support implementation of strategies focused on during professional development; supplies and materials to provide instructional and social-emotional support for struggling learners, supplies and materials to improve Tier 1 instructional delivery	\$5000	\$50000	\$50000
Grand total:		\$5000	\$50000	\$55000

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: 235902		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. Specify purpose:	\$0	\$0	\$0
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. (parent conference at ESC 3)	\$0	\$5000	\$5000
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	\$5000	\$5000
Remaining 6400—Other operating costs that do not require specific approval:		\$0	\$20000	\$20000
Grand total:		\$0	\$25000	\$25000

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: 235902				Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Planning Cost	Implementation Cost	Total Budgeted Cost
6669—Library Books and Media (capitalized and controlled by library)						
1		N/A	N/A	\$	\$	\$
66XX—Computing Devices, capitalized						
2	Tablets to supplement instruction and increase student engagement to be used by academic counselor and Power Math/Power Reading staff (blended learning opportunities, access to streaming plus content)	125	\$400	\$0	\$50000	\$50000
3	Laptops for instructional and professional development use	75	\$650	\$0	\$48,750	\$48750
4			\$	\$	\$	\$
5			\$	\$	\$	\$
6			\$	\$	\$	\$
7			\$	\$	\$	\$
8			\$	\$	\$	\$
9			\$	\$	\$	\$
10			\$	\$	\$	\$
11			\$	\$	\$	\$
66XX—Software, capitalized						
12			\$	\$	\$	\$
13			\$	\$	\$	\$
14			\$	\$	\$	\$
15			\$	\$	\$	\$
16			\$	\$	\$	\$
17			\$	\$	\$	\$
18			\$	\$	\$	\$
66XX—Equipment, furniture, or vehicles						
19			\$	\$	\$	\$
20			\$	\$	\$	\$
21			\$	\$	\$	\$
22			\$	\$	\$	\$
23			\$	\$	\$	\$
24			\$	\$	\$	\$
25			\$	\$	\$	\$
26			\$	\$	\$	\$
27			\$	\$	\$	\$
28			\$	\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)						
29				\$	\$	\$
Grand total:				\$	\$98750	\$98750

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: 235902										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	543	80.33%	Feeder Campuses have the following percentages: 94.79%, 91.17%, 85.95% and 58.13%											
Limited English proficient (LEP)	55	8.14%												
Disciplinary placements	62	9.17%												
Attendance rate	NA	93.02%												
Annual dropout rate (Gr 9-12)	NA	NA%												
Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.														
School Type:		<input checked="" type="checkbox"/> Public		<input type="checkbox"/> Open-Enrollment Charter			<input type="checkbox"/> Private Nonprofit			<input type="checkbox"/> Private For Profit			<input type="checkbox"/> Public Institution	
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	229	227	220	0	0	0	0	676

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Schedule #13—Needs Assessment

County-district number or vendor ID: 235902

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.

The staff members of Patti Welder Middle School have engaged in ongoing data and root cause analysis, goal setting, improvement planning, implementation, monitoring and progress reporting. Teachers, instructional coaches, administrators, district staff, PSP, parents, community members and consultants have participated in the process.

Campus and district teams including members listed above have conducted a thorough data analysis to identify the campus's strengths and areas of concern. Current levels of performance were compared to desired outcomes and areas with largest gaps were identified. Discussions were held during strategic planning meetings, weekly PLCs and parent meetings. Campus staff members worked in teams to identify root causes and develop goals connected to each area of concern. Team members worked to identify improvement strategies for each area.

Key activities/strategies used to facilitate decision making included review of student progress data, evaluation of current activities, PLC meetings, content area brainstorming and planning sessions, leadership team meetings and regular collaboration with the campus PSP and district staff. The steps of the CNA included:

Step 1: Identify the Purpose and Intended Outcomes of the CNA Process – An overview of the CNA process was shared with participants to ensure that everyone understood the purpose and goals of the process.

Step 2: Determine Data Sources to be Collected and Analyzed – The team identified sources of data which would give most accurate and comprehensive picture of the school's current state.

Step 3: Review and Analyze Data to Summarize Needs – Participants worked in teams to review data and create data statements summarizing areas of need. Problem statements were created to summarize needs.

Step 4: Conduct Root Cause Analysis and Prioritize Needs - Teams worked to identify the root cause for each problem statement and to identify needs that, if addressed, would have largest impact on student achievement. The statements with largest impact potential were identified as highest priority.

Step 5: Use CNA Findings to Set Goals and Plan School Redesign Improvement Strategies – Teams worked to identify desired levels of achievement, set SMART goals and plan improvement strategies.

Identified needs from the campus CNA include:

- The campus has a need for ongoing professional development and support for classroom teachers with an emphasis on teachers new to the campus. (Nearly 50% of classroom teachers at Patti Welder will be new to the campus for the 2017-18 school year.) Proposed Strategy: Support must be offered in understanding of content, instructional delivery strategies and classroom management based on the needs of the individual teacher. Leadership team will utilize Results Coaching model.
- The campus has a projected score of 53 on Index 1 with 55% of students passing the STAAR reading exam, and 56% passing the STAAR math exam. Proposed Strategies: Tier 1 instructional delivery will be redesigned with emphasis on strategies outlined in The Fundamental Five. Response to Intervention system addressing both academic and behavioral needs will be redesigned. The academic counselor will work with teachers to create individualized accelerated learning plans for students to close the gaps between current performance and expected levels of achievement.
- The campus attendance rate is below district and state averages. Sixty-two students were assigned to alternative campus for disciplinary action. Proposed strategy: Students, families and teachers will engage in goal setting and data tracking related to attendance, discipline and academic performance. This system will lead to a stronger school community with all stakeholders sharing responsibility for improved performance. Community members will serve as mentors for students, and the campus parent liaison and counselors will work with families to access available community resources.

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Schedule #14—Management Plan					
County-district number or vendor ID: 235902				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.	Campus Leadership	Master's Degree in Educational Leadership with turnaround school leadership experience Complete understanding of middle school curriculum and instruction Knowledge of evidence-based school improvement strategies			
2.	District Level: DCSI & Grant Manager	Master's Degree in Educational Leadership with campus leadership experience Thorough understanding of curriculum, instruction Strong knowledge of accountability/TAIS process and experience leading improvement efforts Knowledge of federal grant principles and reporting requirements			
3.	Academic Counselor	Master's Degree and Valid Texas Counseling Certification Knowledge of RtI and ability to create and schedule individualized support plans for students Strong Data Analysis Skills Experience assessing social/emotional needs of students			
4.	Instructional Coach	Texas Teaching Certification At least 5 years teaching experience working with at-risk students Ability to lead peers and knowledge of coaching techniques			
5.	School Redesign Partner: ESC	Strong Data Analysis Skills Thorough Knowledge of comprehensive school reform supports offered in region and state Strong knowledge of accountability/TAIS process and experience leading improvement efforts			
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.	Improve Student Performance	1.	Partner with SRP to complete comprehensive data study	08/01/2017	10/01/2017
		2.	Redesign schedule and staffing for sixth graders.	07/01/2017	09/01/2017
		3.	Implement Targeted RtI system for academics/behavior	10/01/2017	07/31/2019
		4.	Administer ongoing assessment and analyze data	10/01/2017	06/01/2018
		5.	Monitor and adjust improvement plan based on data	10/01/2017	06/01/2018
2.	Provide Ongoing Teacher Support	1.	Partner with ESC to finalize school redesign plan	08/01/2017	10/01/2017
		2.	Provide ongoing observation, feedback & modeling	09/07/2017	07/31/2019
		3.	Train in Results Coaching & Fundamental Five	08/07/2017	07/31/2019
		4.	Provide extended day professional development	10/01/2017	07/31/2019
		5.	Utilize teacher leaders to sustain change	01/04/2018	07/31/2019
3.	Utilize Goal Setting and Data Tracking Systems	1.	Host Quality Tools Training	09/01/2017	10/01/2017
		2.	Work with targeted student groups to establish goals	10/01/2017	10/21/2017
		3.	Work with teachers to establish goals	10/01/2017	10/21/2017
		4.	Collect data and track progress	10/21/2017	07/31/2019
		5.	Share goals/data with parents in student led conferences	10/21/2017	07/31/2019
4.	Decrease # of students with excessive absences	1.	Identify students with less than 90% attendance	09/01/2017	10/01/2017
		2.	Conduct family outreach to targeted families	09/15/2017	10/08/2017
		3.	Develop attendance improvement plans for target group	09/15/2017	10/08/2017
		4.	Monitor attendance of target group weekly	09/15/2017	06/08/2018
		5.	Connect students to mentors	09/15/2017	06/08/2018
5.	Decrease number of disciplinary placements	1.	Identify campus wide common area expectations	07/10/2017	09/01/2017
		2.	Train students & staff in expectations	07/10/2017	09/01/2017
		3.	Provide behavioral RtI for students with repeated referrals	09/01/2017	06/02/2017
		4.	Utilize academic counselor to assist students	09/01/2017	06/02/2017
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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: 235902

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.

Patti Welder Magnet School is currently engaged in the implementation of a campus turnaround plan focused on building a strong leadership team and implementing campus-wide instructional coaching designed to enhance teacher self-reflection and goal setting. The School Redesign proposal builds on this turnaround plan by focusing on improving instruction, supporting teachers, building shared responsibility and encouraging all team members (campus leadership, teachers, paraprofessionals, students and families) to assume leadership roles, set goals and monitor progress toward goal attainment. If awarded this grant, the grant manager would work closely with the DCSI, Education Service Center and newly hired turnaround principal to ensure that all grant activities enhance and supplement the current turnaround efforts and do not result in a duplication of services or expenses. This team will meet at least twice each month to review data, identify areas of growth and concern, plan activities and coordinate grant and school improvement efforts with local initiatives. During these regular meetings, the team will review current student performance data and campus staff input to determine the campus's next steps on the road to improved student performance.

Mrs. Denise Canchola was announced as the new principal for Patti Welder Middle School in May 2017. Mrs. Canchola has experience as a turnaround campus principal with strengths in building a student-centered culture. Most recently, she led the turnaround efforts at similar campus in the district. By building a culture focused on students and providing continuous teacher support, Mrs. Canchola's team implemented comprehensive changes and moved the campus from Improvement Required to Met Standard.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 235902

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.	Collection, Disaggregation, Analysis and Use of Student Performance Data	1.	Increase in percentage of students meet individual goals and passing/masters standards on campus and state assessments
		2.	Increase in percentage of students who meet/exceed the growth standard.
		3.	Decrease in the performance gap of current achievement compared to state averages for campus and student subgroups
2.	Evaluation of Implementation of Prof Dev Strategies and Impact of PD and Teacher Growth on Student Achievement	1.	Evidence of implementation of newly learned instructional strategies as noted during campus walkthroughs, PLC discussions and lesson plans.
		2.	Attainment of goals established through reflective staff conferences and tracked in teacher and campus data notebooks.
		3.	Increase in the percentage of students engaged in instruction and in percentage of students exceeding growth expectations.
3.	Attendance and Discipline Data	1.	Increase in teacher and student attendance rate and decrease in student tardies and truancy
		2.	Increased student involvement in campus extracurricular and extended day opportunities
		3.	Increase in student self-monitoring and decrease in number of referrals and/or removals from class
4.	Student, Teacher & Administrator Goal Setting & Tracking	1.	Increase in number of goals met
		2.	Decrease in gap between students' current levels of performance and expected grade level standards
		3.	Increase in student and staff survey results (measuring culture, responsibility and support)
5.	Evaluation of Implementation & Effectiveness of Specific Grant Activities.	1.	Observational data and data from implementation events.
		2.	Increase in number of activity participants
		3.	Increase in number of students meeting growth standards (of students who participated in or benefited from grant activity)

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.

Quality tools processes will be utilized to collect data continuously. Student and teacher performance data will be collected and stored in the Eduphoria data system and analyzed weekly during leadership team meetings. The campus leadership team will meet with their DSCI, grant manager, SRP and PSP at least once a month to review the data sources, discuss trends and identify potential project delivery problems. When data sources indicate that a grant activity is having little or no positive impact or potential impact on student achievement, the team will immediately work to adjust the activity. Adjustments to grant activities will be communicated, as appropriate, to school staff, district staff, the VISD Superintendent of Schools and Board of Trustees and the Texas Education Agency. Campus and district staff will monitor best practices at high performing comparable campuses to discover practices having the largest impact on student growth. If it is necessary for the district to modify its practices or policies in order to allow the campus to effectively implement interventions, the campus leadership team described above will present a proposed plan of action to appropriate district staff in order to seek approval. In all instances when the proposed plan includes a comprehensive approach to substantially improve student achievement outcomes, the district will provide operational flexibility and sustained support to the campus.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 235902

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.

For priority schools such as Patti Welder Middle School, the development of the school improvement plan is the critical first step in the journey toward improved student performance. It is extremely important that all staff members be involved in this process during each of the following steps:

Data Analysis: Campus staff members with support from district personnel and external school redesign partners will engage in intensive data analysis examining achievement, attendance, discipline, enrollment, scheduling, community engagement and staff data. Data from the 2016-2017 school year will be analyzed first and data statements will be developed. Staff will then review data from the previous 3-5 years to identify any existing trends over time. The team will work to generate problem statements defining the campus's current state of performance.

Needs Assessment: After problem statements have been generated, the campus staff with support from district personnel and external partners will work together to conduct a root cause analysis and prioritize their needs. Drilling down to true root causes will be a critical step in developing the most effective improvement plan.

Goal Setting and Strategy Development: Campus staff will then take the prioritized need statements and work to identify the gaps between current performance and expected performance. The team will work to establish a one year goal and a 3-5 year goal for each area of need. They will then work together to study best practices, high-performing comparable schools and evidence based improvement strategies aligned to each area of need. With a focus on the unique needs of the Patti Welder campus AND research findings, the team will identify improvement strategies and activities aligned to each needs statement. After a strategy has been identified, they will create an implementation timeline including activities, staff responsible, resources needed, etc and will establish quarterly goals to track their progress toward attainment of the annual goal.

Implementation and Monitoring: The campus improvement plan will be the blueprint for the campus's improvement efforts. Team members will review their progress on the implementation timelines at weekly PLC meetings and at regular staff meetings. The impact of selected strategies on student achievement will be closely tracked. In instances when an implemented strategy is not positively impacting student achievement, the team will make adjustments to ensure implementation impacts student achievement. District support staff and school redesign partners will work with the campus leadership team to monitor implementation of the plan and to identify adjustments that might need to be made.

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

County-district number or vendor ID: 235902

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.

Victoria ISD will utilize its current processes for monitoring all federal expenditures. A comprehensive system of checks and balances will ensure that all fiscal and programmatic regulations are met. All requests for purchase will be submitted to the grant manager for approval. Upon receipt of the request, the grant manager will review the request for alignment to the campus grant plan and campus improvement efforts. At the same time, the grant manager will check to ensure that the vendor is approved and all fiscal compliance elements are in place. All purchasing guidelines will ensure compliance with EDGAR regulations as well as with state and local policies.

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.

External providers will be selected monitored and reviewed on a regular basis using a variety of strategies.

- Upon award of the grant funds, the campus will submit a Request for Proposals from providers qualified to provide the desired services.
- Applicants will be screened and selected based on a rigorous review process with special emphasis on the provider's documented results with similar campuses. Evidence of improvements in student achievement based on the provider's services will be a major portion of the review process.
- To ensure success of external service providers, the campus administrators and/or grant manager will conference with the provider prior to the first services to ensure the provider has a thorough understanding of the campus's needs and the objectives to be accomplished. The campus administrator or grant manager will follow up the conference with written clarification of the expectations and needs.
- When services are delivered, at least one member of the Campus Leadership Team (administrator, instructional coach and/or DCSI or grant manager) will be present and actively involved as a participant to facilitate the delivery of services and monitor alignment with the campus's improvement efforts.
- As services are implemented, grant staff will survey or interview the staff who worked with the provider to gather input regarding their services. Areas of focus will include clarity of information provided, alignment of the information provided with identified needs of the participants, additional services or materials needed for implementation.
- In addition to surveys and interviews, instruments used to measure and monitor success of providers will include review of materials utilized by providers to ensure alignment with state standards and identified needs of campus, observational data outlining success of implementation and data outlining impact of implementation. The data will be directly related to the need and goal that necessitated the use of the provider and may include student performance data, family engagement data, enrollment data, etc.

Providers will be evaluated based on the outcomes of their work in relation to the campus's performance goals. In all instances, continuation of use of an external provider will rely on the impact of the service as evidenced in campus data.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 235902

Amendment # (for amendments only):

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

The district grant manager and DCSI will meet with the campus leadership team at least twice a month to review campus progress and monitor implementation of improvement efforts. Both of these individuals are involved in the ongoing budget processes for local, state compensatory education and federal funds. At these meetings, the team will determine needs of the campus and will work together to ensure that services are provided through the appropriate funding source. This team will ensure that funds are coordinated and that duplication of services does not occur.

Statutory Requirement 1e: Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implantation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Executive Director of Secondary Schools, who also serves as the DCSI for Patti Welder campus, will work closely with the campus staff and grant manager to ensure operational flexibility and student success. The Executive Director (DCSI), grant manager, campus leadership team and PSP will meet to review district staffing and scheduling guidelines and compose recommendations for campus flexibility. The campus will operate under a schedule that is different from the other middle schools in the district, especially for sixth grade students. Flexibility in staffing and scheduling will be utilized to ensure that the sixth grade schedule has built in supports for all students as they transition from elementary to middle school. Additionally, operational flexibility will be utilized to build and implement a strong support system for seventh and eighth grade students who are at-risk.

To further ensure operational flexibility, Victoria ISD has sought and has been awarded designation of a District of Innovation. This has allowed the campus to create a calendar featuring embedded high-quality professional development throughout the school year as well as ongoing in-class support for teachers. The District of Innovation designation also allows increased flexibility for the campus in designing increased student support systems for both struggling and high-achieving learners through innovative scheduling, course selection and advanced academic options.

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

County-district number or vendor ID: 235902

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.

In order to ensure that all students are successful and to move Patti Welder from an Improvement Required to a Met Standard campus, evidence-based strategies must serve as the foundation for improvement efforts. It is critical that strategies proven to be effective on similar campuses be used to fuel improvement efforts and create lasting change on this campus. Patti Welder's school redesign plan incorporates multiple evidence-based strategies.

The consistent use and refinement of evidence-based instructional practices will result in comprehensive changes in instruction at the Patti Welder campus. One area of focus will be the consistent and continued implementation of evidence-based practices outlined in The Fundamental Five. Framing the Lesson is a critical component to enhance both teacher and student understanding. Instructional coaches will assist teachers in developing lesson frames that are aligned to the rigor of TEKS and include opportunities for students to practice newly acquired skills with literary connections. Quality lesson frames will ensure that both teachers and students have a complete understanding of the lesson objectives and expected outcomes. The frames will also serve as a tool for students to utilize in monitoring their own learning. Consistently utilizing the strategy of Frequent, Small Group, Purposeful Talk will give teachers increased opportunities for ongoing formative assessment while providing an avenue for students to discuss their understanding of concepts and skills. This strategy will also stretch the rigor and relevance of the lesson while allowing for differentiated learning and cementing learning for students. The strategy of Writing Critically across all content areas will also push learning to a higher level and ensure student understanding of a concept by requiring students to explain their knowledge and thoughts in writing. Working in the Power Zone and Recognizing and Reinforcing desired academic and social behaviors will lead to higher levels of responsibility and confidence for students.

An additional evidence-based practice that will be utilized at Patti Welder is goal-setting and action planning. With the assistance of the Academic Counselor, students will set personal goals and develops plans for achieving their goals. They will track their progress regularly and communicate their goals to family members, mentors, peers and teachers. A recent study by Psychology Professor Dr. Gail Matthews confirms the importance of these steps in achieving goals and provides empirical evidence supporting the practice of writing down goals and committing to action steps. Her research also highlights the effectiveness of having a supportive network with whom to share your progress toward goal attainment. The results of the study indicated that 76% of participants who wrote down their goals, developed a written action plan and tracked their progress with a supporter achieve their goals. This was 33% higher than participants with unwritten goals.

There is increasing evidence that professional development programs are most effective when they include intensive forms of support. Instructional coaching for teachers has been proven to have a positive impact on both teacher performance and student achievement. Patti Welder's leadership team, including campus and district administrators and campus instructional coaches, will engage in ongoing Results Coaching with staff members. Differentiated instruction for students has been at the forefront of school improvement and quality schools research for decades. With Results Coaching, teacher support becomes differentiated to meet the unique needs of teachers and ensure individualized and targeted support for all teachers. Through the implementation of a strong coaching program with continues teacher support and professional development, campus teachers will become more effective and the teacher retention rate will increase. To ensure that all members of the leadership are equipped to provide quality coaching, Results Coaching training will be offered at the ESC, the school redesign partner.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 235902

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.

As a district, Victoria ISD is committed to ensuring that all students have access to high quality instruction and maximum achievement. The district serves an extremely diverse community and works to guarantee that a child's zip code does not impact the quality of education he receives. Currently, the district has two campuses designated as Improvement Required, Crain Elementary and Patti Welder Middle School. Combined, these campuses serve approximately 1100 students which equates to 7.5% of the district's enrollment. This is an improvement from three years ago when the district had nine IR campuses. At that time, approximately 25% of the district's students were attending IR campuses. Through the continued implementation of intentional school improvement strategies, Victoria ISD is on the path to having 100% of students attending higher-rated schools.

The district utilizes multiple strategies to evaluate school performance and identify low-performing schools. First, the district has a guaranteed curriculum outlined in the district's scope and sequence documents. The scope and sequence ensures that all grade level TEKS are taught in the appropriate sequence. Additional curriculum documents define the expectations of each standard and the expected student outcomes. To monitor student performance, the district utilizes assessments, data analysis and classroom observation. Ongoing formative assessments are used by teachers on a regular basis and are monitored by campus administrators and instructional coaches. Formative assessments are also discussed at weekly PLC meetings. District curriculum staff monitor instructional delivery, student engagement and student performance through campus walkthroughs as well as district-wide assessments. Common summative assessments for units of study are administered across the district with data being uploaded into the Eduphoria system following a designated timeline for assessment and upload. The data is analyzed by both campus and district staff with district administrators having access to data by student, teacher, campus and district groups. The system also allows campus and district personnel to monitor performance by subgroups and by curriculum standards.

To ensure the success of all schools, the district utilizes a variety of strategies. One strategy is individualized staffing models. The district has a basic staffing model for elementary, middle and high schools. However, recognizing the unique needs of campuses, the district also has processes in place for flexible staffing. For example, low-performing campuses have been granted additional instructional and leadership positions. These positions are allocated to campuses based on the campus's current performance and needs assessment. After an in-depth analysis of the campus's needs, campus and district leadership work together to create a plan for improvement. If additional staff is needed to complete the improvement work, these positions are allocated, and the district works to actively pursue high-quality staff to fill the positions and ensure implementation of the improvement strategies. Adding additional staff to low-performing campuses has resulted in lower staff to student ratios on the campus and in greater opportunities for individualized intervention and enrichment.

An additional strategy to be employed by the district is differentiated professional development. School improvement research is clear about the powerful impact of quality teachers and rigorous, scaffolded instruction on student achievement. Victoria ISD is dedicated to ensuring that all staff members are equipped with the skills needed to provide quality instruction and ensure student success. Patti Welder will implement a model of ongoing, job-embedded, individualized professional development and support. The first step in implementing an individualized professional development model is having campus administrators engage in regular, intentional classroom walkthroughs to gather data about instructional alignment and delivery as well as student engagement and performance. Each campus administrator will complete a minimum of ten classroom walk-throughs each week. The data gathered during these walk-throughs will be utilized during reflective dialogues with teachers to set goals for professional growth. Campus instructional coaches and administrators as well as district curriculum staff will provide ongoing job-embedded professional support to assist teachers in reaching their goals.

Improving a low-performing campus requires intentional and on-going support. Victoria ISD is committed to providing this support to Patti Welder Middle School. In June, a new principal was named to lead Patti Welder in the next steps of their turnaround efforts. This principal has experience in turnaround leadership and will ensure that student achievement remains at the center of all decision-making on the campus. With district support, the vision of Excellence for All will become a reality at Patti Welder Middle School.

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

County-district number or vendor ID: 235902

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.

Patti Welder Middle School staff, along with district support personnel and external partners, have worked to analyze campus performance data and identify specific campus needs. The newly assigned principal has met with the campus leadership team, individual teachers, district support staff, parents and community members to identify the campus's needs and develop a plan for moving forward. Over the past several years, the campus has achieved increased community and parent support, and the climate of the campus has improved. The loss of several students to suicides this past year further increased community involvement and support on the campus. Improving the performance of Patti Welder students will be a collaborative community effort and will focus on addressing critical needs that have been identified including:

- The need for ongoing professional development and support for classroom teachers with an emphasis on teachers new to the campus. (Nearly 50% of classroom teachers at Patti Welder will be new to the campus for the 2017-18 school year.) Support must be offered in understanding of content, instructional delivery strategies and classroom management based on the needs of the individual teacher.
- The need for a well implemented Response to Intervention system addressing both academic and behavioral needs. The academic counselor will work with teachers to create individualized accelerated learning plans for students to close the gaps between current performance and expected levels of achievement.
- The need to improve attendance and student engagement and decrease disciplinary incidents. Students, families and teachers will engage in goal setting and data tracking related to attendance, discipline and academic performance. This system will lead to a stronger school community with all stakeholders sharing responsibility for improved performance. Community members will serve as mentors for students, and the campus parent liaison and counselors will work with families to access available community resources.
- The need to improve instructional delivery across the campus. Staff members will engage in extended day professional development sessions to study the TEKS and design engaging instruction. The Fundamental Five strategies will be utilized.

The school redesign will include the following elements:

Education Plan: The campus will improve Tier I instruction through intentional planning of lessons aligned to the rigor of the TEKS and focused weekly PLC meetings focused on lesson planning and instructional delivery. Strategies outlined in The Fundamental Five will be utilized to ensure improved Tier I instruction. An academic counselor will be employed to focus on the development of individualized plans for struggling students with a special emphasis on 6th graders enrolled in Power Math and Power Reading intervention courses. The counselor will also monitor performance of student subgroups. Students in targeted subgroups will engage in goal setting and data tracking and will be matched to community mentors.

Talent Plan: The campus will have additional staff including an additional assistant principal, counselor and instructional coach. Class sizes will be monitored and kept at a low teacher to student ratio. Individualized professional development will be offered focused on continuous job-embedded support. Instructional coaches, district staff and ESC staff will provide support through modeling, coaching and feedback. A lead teacher model will be implemented to recruit experienced staff and encourage leadership at all levels. Teachers will engage in goal setting and data tracking.

School Culture Plan: A common vision with clear goals will be established by the entire team and communicated to all stakeholders. All actions and decisions will be tied directly to attainment of goals and core values. Student achievement will be the focus of all meetings, family sessions, community events and improvement efforts. Families and community members will be recruited to assist in the attainment of goals and the support of staff. The campus's parent liaison and counselors will work with community agencies and school staff to develop systems of comprehensive student support and to address academic, social-emotional and basic needs.

Facilities Plan: Systems to support clear behavioral expectations across all common areas will be refined and implemented with consistency. Identified facility needs will be addressed immediately to improve campus climate and culture and assist with implementation of schoolwide turnaround plan. Student expectations will be posted and clearly communicated.

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

County-district number or vendor ID: 235902

Amendment # (for amendments only):

TEA Program Requirement 3a: Select the designated school redesign model to be implemented. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.☐ Restart☒ Turnaround☐ Closure/Consolidation**TEA Program Requirement 3b:** Describe the rationale for selecting the school redesign model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After careful consideration, Victoria ISD has selected the turnaround school redesign model for Patti Welder Middle School. The elements of the turnaround model closely align to the unique needs of the campus as identified through the campus's needs assessment process. Implementing the turnaround model with the ESC as a school redesign partner will allow the campus to focus on their greatest needs: providing ongoing professional development and support for staff (Talent Plan), improving Tier 1 instructional delivery (Education Plan) and addressing unique needs of individual students (Evidence-Based Interventions). By building a culture of goal setting and data tracking, all stakeholders will assume increased responsibility for their role in improving the performance of students (Culture Plan). With support from the ESC, the district has the capacity to implement and support the turnaround efforts. District personnel including the DCSI, grant manager, Human Resources department and curriculum team will provide regular, ongoing support to the campus team (District Capacity). In addition, the campus has great support from families, community members and local agencies who have reached out and offered support for students and families (Extensive Community Engagement). By addressing all required elements of the turnaround model, a new and improved learning environment that increased student and school performance will be created at Patti Welder Middle School.

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

County-district number or vendor ID: 235902

Amendment # (for amendments only):

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

☐ Phase-in Redesign

☒ Whole-School Redesign

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

Due to the urgent need for improved student performance, Patti Welder has selected the whole-school redesign implementation plan. The district and campus recognize the need for schoolwide reform and understand that change cannot wait, and improvement strategies must be implemented immediately. At the same time, the campus has identified unique needs of different students groups and does plan to differentiate the redesign activities based on the unique needs of different student groups. All grades (6th – 8th) will participate in redesign elements for improved instructional delivery and teacher support; however sixth grade students will also participate in more comprehensive scheduling and support elements of the redesign. Throughout the process of completing the needs assessment, it became clear that 6th grade students were struggling with the transition to middle school. Sixth grade emerged as a "make-it or break-it" year for students; those who were successful in sixth grade maintained their success throughout the middle school years and those who struggled as sixth graders continued to perform below expectations in seventh and eighth grades. Looking back at their performance histories, many of the students who were struggling in sixth grade had performed on or above grade level in the elementary grades. This data led staff members to identify a need for added supports for sixth grade students. As a result, the campus is researching innovative scheduling options to develop a daily schedule unique to sixth grade students. This schedule would allow extended periods for ELAR and math instruction. Additionally, all sixth grade students enrolled in power math and power reading courses will have an individualized support plan including academic and socio-emotional supports. For seventh and eighth grade students, these comprehensive supports will be implemented for targeted subgroups during year one and then expanded to additional groups in year two.

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

County-district number or vendor ID: 235902

Amendment # (for amendments only):

TEA Program Requirement 5a: Select the designated school redesign operational flexibility plan. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.☐ Alternative Management☐ Campus Charter☒ District of Innovation☐ Applicant Assurance**TEA Program Requirement 5b:** Describe the rationale for selecting the redesign operational flexibility plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Victoria ISD and Patti Welder Middle School have selected the District of Innovation option to ensure operational flexibility for implementation of Patti Welder's school redesign plan. The district selected this option because it allows them the flexibility to implement all aspects of the turnaround and school redesign plans. Victoria ISD's District of Innovation plan was created with input from community, campus and district stakeholders and was approved by the Board of Trustees and TEA. Specific flexibilities that will be utilized include adjustment of the school calendar to ensure that opportunities for ongoing teacher support, data-based planning and professional development are occurring on a regular basis throughout the year. The campus will also have flexibility with scheduling with the possibility of developing an alternative schedule for 6th grade students which allows additional time for instruction in the core content areas, lower teacher to student ratios and additional student supports. Additionally, the campus will have flexibility with staffing including additional staff members and the ability to use flexible scheduling for staff. Implementing the District of Innovation operation flexibility option allows the campus to focus on its designated improvement efforts.

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

County-district number or vendor ID: 235902

Amendment # (for amendments only):

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

☒ Planning and Implementation

☐ Implementation Only

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

If selected for this award, the district will utilize grant funds for both planning and implementation of the school redesign plan. Due to the urgent need to improve student achievement, the campus and district will engage in an intensive planning period as soon as the grant is awarded and will begin implementation of the plan as soon as possible. The goal is to complete planning within one month and begin implementation by October 1st. Before implementation begins, the following milestones must be accomplished:

- Work with district superintendent, campus principal, DCSI, grant manager and school redesign partner to clearly identify to role of the school redesign partner (Education Service Center). Determine the specific supports to be offered by the redesign partner and identify points of contract for each contracted service.
- Create a schedule for supports to be offered by the school redesign partner.
- Identify initial caseload of the academic counselor.
- Secure grant staff.
- Identify possible scheduling options for 6th grade students and select option which best meets the needs of students.

The local Education Service Center has been identified as a school redesign partner. The ESC will partner with the district and campus to identify specific areas on concern for instructional delivery and professional development. The ESC offers a large variety of contracted services.

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

County-district number or vendor ID: 235902

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.

Victoria ISD will contract with ESC 3 as a school redesign partner. The district has selected this option because ESC 3 offers contracted services closely aligned with the identified needs of the campus. The school redesign partner will have any direct management responsibilities for the campus but will be an integral partner in designing professional development and teacher support for the campus. Upon award of the grant, the district will engage in comprehensive planning with the Education Service Center to determine the most appropriate services to match the needs of the campus's new teaching staff. A proposal will be created and presented to district leadership and the VISD Board of Trustees for approval.

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

County-district number or vendor ID: 235902

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.

To ensure a successful implementation of the turnaround plan at Patti Welder Middle School, the district has been very intentional in building a new leadership team designed to match the identified needs of the campus. In May, a principal with prior experience in leading turnaround efforts was selected to lead the improvement efforts. Mrs. Denise Canchola was, most recently, the principal at Shields Elementary School. The demographics at Shields Elementary School are nearly identical to those of Patti Welder Middle School, and Shields was previously an IR campus. In her first year at Shields Elementary, Mrs. Canchola built a student-focused culture that resulted in the campus moving from Improvement Required to Met Standard with Distinction Designations. Under her leadership, the campus has maintained their Met Standard Rating with tremendous gains in the number of students achieving advanced scores on state and district assessments. Prior to serving as principal at Shields, Mrs. Canchola served as an assistant principal at the Patti Welder campus so she has great familiarity with the campus and its unique needs. To support the new principal, the district has also named two new assistant principals who are committed to the improvement efforts. The two new assistant principals will be joining one returning assistant principal to lead the campus. Both of the new assistant principals have leadership experience on at-risk campuses and were selected because their strengths match the identified needs of the campus. The four campus administrators will have regular ongoing support from the DSCI, grant manager and school redesign partner as well as district curriculum staff.

The leadership team of the campus will also consist of three instructional coaches and four counselors. The instructional coaches are highly trained in instructional content and delivery and will provide direct everyday support to classroom teachers. The counseling team will include one grant-funded counselor who will focus entirely on providing academic support to at-risk students. This counselor will work directly with Power Reading and Power Math teachers to develop individualized support, intervention and accelerated instruction plans for struggling students. She will also lead these students in goal setting and data tracking. The new counselor has prior experience serving as an academic and behavioral Rtl coordinator on a campus that recently moved from IR to Met Standard and has been trained in the Quality Tools model of goal setting and data tracking. The district is also working to identify lead teachers in each core content area who will serve leaders and mentors within their specific content area.

The campus administrators, instructional coaches and lead teachers will be trained in Results Coaching and supported in the implementation of the coaching model.

With the leadership team in place, district staff will work to ensure the team is supported and has the operational flexibility needed to complete the turnaround efforts. District staff and external support personnel will be directly involved in leadership meetings to ensure the campus has the resources and support needed to create lasting change.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID:

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 type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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:

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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID:

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

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

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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

County-District Number or Vendor ID:

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

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

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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