

Texas Education Agency Standard Application System (SAS)

2017–2019 School Redesign Grant, Pilot Cycle		
Program authority:	Every Student Succeeds Act (ESSA), Public Law (P.L.) 114-95, Title I, Part A, Sec 1003, School Improvement	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	August 28, 2017, to July 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER 1701 NORTH CONGRESS AVE. AUSTIN, TEXAS 78701-1494 7/13/17 12:21 PM </div>
Application deadline:	5:00 p.m. Central Time, July 13, 2017	
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov ; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #	Campus name/#	Amendment #	
Dilley ISD	082902	Dilley Elementary		
Vendor ID #	ESC Region #	DUNS #		
	20	095105441		
Mailing address	City	State	ZIP Code	
245 HWY 117	Dilley	TX	-78017-8040	
Primary Contact				
First name	M.I.	Last name	Title	
Clint		McLain, Ed. D	Superintendent	
Telephone #	Email address		FAX #	
(830) 965-1912	clint.mclain@dilleyisd.net			
Secondary Contact				
First name	M.I.	Last name	Title	
Melody		Carroll	Administrative Assistant	
Telephone #	Email address		FAX #	
(830)-965-1912 ext.4013	MelodyCarroll@dilleyisd.net			
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
Clint		McLain, Ed. D	Superintendent
Telephone #	Email address		FAX #
(830) 965-1912	clint.mclain@dilleyisd.net		

Signature (blue ink preferred)

Date signed



7/13/17

Only the legally responsible party may sign this application.

701-17-101-038

Schedule #1—General Information

County-district number or vendor ID: 082902

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.

CM

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 082902

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 <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> 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 <u>Lobbying Certification</u> 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: 082902

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: 082902

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.

Cornerstone Academy:**A Bold Plan for School Redesign**

Introduction: Dilley, Texas is a rural community of about 4,000 individuals, deep in the proud watermelon growing countryside of South Texas. Dr. Clint McLain, Superintendent of Dilley, ISD., stood in front of this cornerstone pictured (left) and shared how the first modern building was erected in 1913. Its cornerstone is preserved today as a reminder of the hopes and dreams for Dilley students of so many years ago. Dr. McLain expressed a deep connection to their legacy and a keen determination to honor the children and the community by building a bold and comprehensive plan to increase the number of students at Dilley Elementary who achieve in reading and math, changing their school's designation from a "focus" campus to a high performing campus. Just as a building needs a strong cornerstone, this grant proposal, called The Cornerstone Academy, proposes to seek the assistance of the **University of Virginia (UVA)** to partner with and honor our "cornerstone" for planning and implementing a strong **turnaround model for school redesign**. We will **phase-in** our plan to effect positive **academic changes in math and reading results**. The **2017-19 School Redesign Grant** will provide the tools and needed resources to: (1) Increase teacher quality through targeted trainings to result in significant gains in student achievement and evidenced by increasing the number of students in higher rated schools. (2) Create a shared vision for building a positive culture and climate for learning where all stakeholders grow via assistance

of a proposed partner, (UVA), who will also guide the district for Operational Flexibility plans for a full and successful program. (3) **Engage** the community as true partners in their child's education by developing quality, **on-going, family engagement sessions** to empower parents with the necessary preliteracy skills and tools to become their child's first reading teacher at home while building a strong and lasting commitment to work shoulder-to-shoulder with the school and (4) Provides tools to **phase-in high quality leadership** for quality learning that teachers thrive on, while they build their craft knowledge in reading and math for the families and children of Dilley Elementary.

Budget: Data for: improved student achievement, teacher quality, data-driven decisions, leadership, and quality Family Engagement sessions, etc. are the driving force of the proposed budget because these are critical needs. **Proposed** budget items **supplement** the regular program. The Cornerstone 2017-19 Academy School Redesign Team, comprised of the Superintendent, administrators, principals, teachers, parents, and community leaders have forged a beginning focus which "began with the end in mind" envisioning a successful campus for Dilley Elementary that feeds into the middle school, high school and beyond into college and careers while then working backwards to identify where the strengths to build upon exist and to identify where the weaknesses and complete gaps exist. This will form a preliminary roadmap for our work with an external partner, allowing this district to grow into a thriving system that engages, enables, and empowers quality learning experiences for all stakeholders. Dr. McLain realizes this is not a one campus "issue", rather a district and community opportunity to build a productive system for all children. To complete this, Dr. McLain and the team need the assistance of a capable "coach" and is proposing to seek a contract with The University of Virginia's leadership (UVA) assistance and guidance in developing an excellent turnaround design with Operational Flexibility to ensure a full program experience during **planning and implementation phase**, thus constituting a 2-year commitment, reflected in the proposed budget.

Needs Assessments: Needs assessments utilize STAAR data, benchmarks and other data currently crafted by teams and revised often. Other questionnaires are from published sources. The Cornerstone Academy School Redesign Plan will work with our proposed partner, the University of Virginia (UVA) to design a comprehensive needs assessment that do not inadvertently reflect preconceived ideas, or incorrect observations, but do include stakeholder input and relevant questions. to prepare the work for the road ahead. All needs assessments will be planned, organized, vetted, and contain both quantitative and qualitative information that can be used for continuous growth.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 082902

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.

Demographics assist us in serving needs of students and families identifying trends in the data and developing interventions. Dilley Elementary is a Focus School (2016) whose scores and demographic data serve as a "call to arms":

STAAR Reading Dilley Elem. / Reg.20	STAAR Math Dilley Elem. /Reg. 20	Critical Success Factors Can Improve Academic Scores.	Turnaround Principals to Embrace & Engage:
3 rd = 64% 70%	64% 72%	CSFs guide us and need to be woven into the Turnaround Plan with our partner, as goals-phased in and monitored and adjusted across time. CSFs include: Improve Teacher quality Hire//Retain Effective -Leaders Use Data Driven Decisions Increase Learning Time Increase Family Engagement- Early Literacy Coaching Sessions Refine School Climate & Culture	1.Targeted trainings to increase teacher quality & strengthen reading and math instruction. 2. Use of formative and summative data, ongoing data meetings, data walls, to monitor student growth 3. Increase instructional time. 4. Improve the school climate 5. Provide family & community engagement opportunities (specifically designed for early literacy skills and word exposure.)
4 th = 50% 71%	57% 70%		
5 th = 60% 79%	57% 84%		
Scores, when compared to ESC Region 20 scores are lower in both reading and math for grades 3-5. Demographics/scores reveal needs not being met. Econom. Dis.=75%, Hispanic= 89% Hispanic At Risk=93%, White At Risk =7% Ex: Eco. Dis. Hispanic students enter Pre-K with 30-million-word gap. (Hart,Risley,2002) How is this need addressed?			

Our Management Plan Includes-	Role: Each serves as part of the Leadership Team for both planning and Implementation	High Quality Management Measures (Quantitative & Qualitative)
Project Director/Coordinator	Oversees & ensures grant guidance and fidelity to grant defined purpose and goals.	Weekly grant reports and data. Meets w/ principal and teachers, and visible
Community/Family (pre-k-5) Engagement Specialist	Plans/presents on-going coaching sessions for Pre-K parents using digital stories at home w/child, shares ideas, reading strategies.	Data reports from digital program, data discussions with parents, ideas shared to increase comprehension at home.
Instructional Coach (pre-5)	Uses data to plan reading/math interventions. Supports/ models for teachers/students	Student data reports, teacher/principal feedback, data walls,
External Evaluator	Visits site, views grant data, Id's issues early.	Monitors data, prepares reports to TEA

Methods for Program Evaluation: Include both internal and external feedback. **(1) Internally**, the plan is to use **formative data** to measure progress for students at Dilley Elementary, pre-K – 5th grade in reading and math. Although they are tested at 3rd-5th, formative data can be gathered at all levels, including Pre-K. The digital program, Footsteps2Brilliance is proposed to be used so parents can use their own device or a school iPad to read to their children at home. The program has a management system that provides data to the classroom teacher, the Instructional Coach, the principal, superintendent and the Family Engagement Specialist. **Summative data** is available to plan for interventions or acceleration activities.

This proposal also Addresses **ALL Statutory Requirements and ALL TEA Requirements** to include sharing our vision, strategies, and plans to build a turnaround model to address low math and reading performance at Dilley Elementary through a phase-in turnaround framework utilizing grant funds to contract with a respected external partner before December 1, 2017. Our partner is proposed to be UVA who has a track record for sustainable success. The team will build a plan for recruiting, hiring, and sustaining high-quality staff who believe in student success and will work relentlessly to provide a quality education at Dilley Elementary (who will receive all state and local funds they would normally receive in the absence of grant funds). Crucial to this plan is the goal to provide the hard work and heart to align/complement existing school improvement strategies with one or more evidence-based strategies. Also, TEA and its contractors can access the district. We will participate in all TEA coaching, technical assistance, and grant meetings.

John F Kennedy said in 1963, "America is still the keystone in the arch of freedom". Those words ring true today as a quality education is a fundamental right. To Dilley Elementary, these are more than words, they are a call to action as we move forward, seeking approval of this proposal for the grant period, and beyond into sustainability for Dilley ISD student and family success. Achievement in reading and math is defined by our zip codes, but rather let it be defined by the quality of our hearts that say: "Help us to lay this cornerstone so together, Dilley Elementary children and families can and will achieve lasting and sustainable success in reading and math."

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 082902				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 Note: Administrative Cost is for the Project Director/Coordinator, who oversees the entire grant.						
Schedule #	Title	Class/ Object Code	Planning Cost	Implementation Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$183,000	\$183,000	\$120,000	\$486,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$130,100	\$130,100	\$0.00	\$260,200
Schedule #9	Supplies and Materials (6300)	6300	\$133,000	\$20,000	\$0.00	\$153,000
Schedule #10	Other Operating Costs (6400)	6400	\$28,000	\$28,000	\$0.00	\$56,000
Schedule #11	Capital Outlay (6600)	6600	\$0.00	\$0.00	\$0.00	\$0.00
	Consolidate Administrative Funds				<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$474,100	\$361,100	\$120,000	\$996,000
Percentage 3.765% indirect costs (see note):			N/A	\$0.00	\$0.00	\$0.00
Grand total of budgeted costs (add all entries in each column):			\$474,100	\$361,100	\$120,000	\$955,200

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.

Budget Narrative: This budget reflects the needs of this campus, addresses the goals of this grant, and has plans for sustainability. Problems at Dilley Elementary reflect growing gaps in service across the years to children and parents that extends beyond the classroom into the community. A turnaround model, phased in and implemented under the guidance of a renowned partner, will assist the team in seeking out root issues and then comprehensively empowering administrators and teachers with best-practice strategies to correct deficiencies in teaching and learning while rebuilding a culture and climate for excellence and educational success for all stakeholders. For example, a Family Engagement Specialist (FES) will be hired and trained to reach out to the community, draw them into the school to be our partner in this process. The needs assessment revealed that parents want to be part of the campus, but feel like no one hears their voice. A parent center, manned by parents and the Family Engagement Specialist, will offer GED/ESL classes, workforce classes, job recruiting, resume writing, etc. Parents will also receive on-going early literacy coaching sessions using the Footsteps2Brilliance electronic platform to **supplement** the regular reading curriculum, Frog Street Press. Parents will have over 1000 stories in English and Spanish, along with games and activities to use at home that will help close that 30-million-word gap that students of poverty experience. Children who have a larger sight vocabulary tend to be earlier, more fluent readers (Marzouk, 2008). Parents will have access to this complete program for 5 years (3 years beyond the grant and a great step towards sustainability). Strong connections to their children's learning along with partnerships with teachers and administrators will build success pk-5th where before there was little. Empowered by an improved culture, climate, and with strong teacher support, resources to supplement the curriculum, and parental support, Dilley Elementary will be on its way to moving out of Focus status and onto a path of lifelong learning and student success.

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Schedule #7—Payroll Costs (6100)						
County-district number or vendor ID: 082902				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%	\$0.00	\$0.00	\$0.00
2	Educational aide	2	100%	\$35,000	\$35,000	\$70,000
3	Tutor	0	0%	\$0.00	\$0.00	\$0.00
Program Management and Administration						
4	Project Director/Coordinator	1	100%	\$60,000	\$60,000	\$120,000
5	Project coordinator	0	0%	\$0.00	\$0.00	\$0.00
6	Teacher facilitator	0	0%	\$0.00	\$0.00	\$0.00
7	Teacher supervisor	0	0%	\$0.00	\$0.00	\$0.00
8	Secretary/administrative assistant	0	0%	\$0.00	\$0.00	\$0.00
9	Data entry clerk	0	0%	\$0.00	\$0.00	\$0.00
10	Grant accountant/bookkeeper	0	0%	\$0.00	\$0.00	\$0.00
11	Evaluator/evaluation specialist	0	0%	\$0.00	\$0.00	\$0.00
Auxiliary						
12	Counselor	In-Kind	0%	\$0.00	\$0.00	\$0.00
13	Social worker	In-Kind	0%	\$0.00	\$0.00	\$0.00
14	Community liaison/parent coordinator	1	100%	\$42,000	\$42,000	\$84,000
Education Service Center (to be completed by ESC only when ESC is the applicant)						
15						
16						
17						
18						
19						
20						
Other Employee Positions						
21	Instructional Coach	1	100%	\$58,000	\$58,000	\$116,000
22	Title	0	0%	\$0.00	\$0.00	\$0.00
23	Title	0	0%	\$0.00	\$0.00	\$0.00
24	Subtotal employee costs:			\$195,000	\$195,000	\$390,000
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay		\$1,000	\$1,000	\$2,000
26	6119	Professional staff extra-duty pay		\$10,000	\$10,000	\$20,000
27	6121	Support staff extra-duty pay		\$5,000	\$5,000	\$10,000
28	6140	Employee benefits		\$32,000	\$32,000	\$64,000
29	61XX	Tuition remission (IHEs only)		\$0.00	\$0.00	\$0.00
30	Subtotal substitute, extra-duty, benefits costs			\$48,000	\$48,000	\$96,000
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$243,000	\$243,000	\$486,000

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

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Schedule #8—Professional and Contracted Services (6200)				
County-district number or vendor ID: 082902			Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.				
Professional and Contracted Services Requiring Specific Approval				
Expense Item Description		Planning Cost	Implementation Cost	Total Budgeted Cost
6269	Rental or lease of buildings, space in buildings, or land	\$0.00	\$0.00	\$0.00
	Specify purpose:			
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0.00	\$0.00	\$0.00
Professional and Contracted Services				
#	Description of Service and Purpose	Planning Cost	Implementation Cost	Total Budgeted Cost
1	The University of Virginia (External Partner for Turnaround Plan) Provides assistance in both the planning and implementation of the program as well as Operational Flexibility planning	\$90,000	\$90,000	\$180,000
2	Footsteps2Brilliance (provides 5 years use for 331 Pre-K -3 rd grade students and their parents from Dilley Elementary and 331 non-enrolled children in the community and their parents. Included 15 days of training for teachers who will utilize the product in the classroom to SUPPLEMENT regular instruction.	\$7,500	\$7,500	\$15,000
3	Success Maker Digital Math Training (\$1,900 per day x 4)	\$7,600	\$7,600	\$15,200
4	Private contractor, provides teacher support/modeling of skills and strategies for student success in reading and math	\$25,000	\$25,000	\$50,000
5		\$0.00	\$0.00	\$0.00
6		\$0.00	\$0.00	\$0.00
7		\$0.00	\$0.00	\$0.00
8		\$0.00	\$0.00	\$0.00
9		\$0.00	\$0.00	\$0.00
10		\$0.00	\$0.00	\$0.00
11		\$0.00	\$0.00	\$0.00
12		\$0.00	\$0.00	\$0.00
13		\$0.00	\$0.00	\$0.00
14		\$0.00	\$0.00	\$0.00
b. Subtotal of professional and contracted services:		\$130,100	\$130,100	\$260,200
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0.00	\$0.00	\$0.00
(Sum of lines a, b, and c) Grand total		\$130,100	\$130,100	\$260,200

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: 082902			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:		\$145,000	\$8,000	\$153,000
Grand total:			\$145,000	\$8,000	\$153,000

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

The district will purchase iPads for the parents of Pre-K and Kindergarten students at Dilley elementary. The parents will receive on-going early literacy coaching sessions from the Family Engagement Specialist (FES) to include:

- (1) Orientation sessions where the parent will receive information on how to take care of the device, how to use the device, to log-on to Footsteps2Brilliance, navigate the site, create their child's pass word, etc. Parents will learn how to reset if the device if it "freezes" up on them, as well as other issues they might encounter. The sessions will be planned around the parents' level of expertise on using an iPad from information that was gathered during registration for the program. These sessions will be repeated across the year and, recorded for those parents who cannot be there with their husband or significant other for the in-person training. In addition, other parents coming into the program can watch the presentation and see the questions other parents were asking, raising comfort levels before attending another live session at the Parent Center.
- (2) Regular scheduled morning, afternoon or evening sessions for parents to receive early literacy strategies, preview the stories and comprehension games and activities with the FES. Take-home activities, such as word puzzles and matching games can be added per parent needs or requests.
- (3) Sessions where parents learn how to look at the data the program supplies to determine next steps. For instance, some parents may read the F2B stories with their child for two hours each weekend, where as another parent reads for thirty minutes or less and will make a difference in the number of words encountered. Another parent may be struggling with comprehension activities that follow each story. The FES can demonstrate how to conduct a picture walk prior to reading the story together. The parent and child can make predictions about what they think is going to happen and then read to see if their predictions were correct. They will be learning together that the power in making predictions lies in adjusting one's ideas as the reader gains more information from the author. It is the basic framework for learning how to make inferences and draw conclusions. Note: This is just an example of the kind of sessions that parents will partake in with the FES. This will be breaking new ground for Dilley Elementary, forging new and deeper bonds with parents, building parental partnerships and a sense of belonging for parents at Dilley Elementary.

Purchase Plan for iPads: 125 parents in PreK-K, 1 for each teacher Pre-K-3rd, – includes covers and insurance

Pre-K	K	1 st	2 nd	3 rd
60 (parents)	65 (parents)	2 (classroom center)	1 (classroom center)	1 (classroom center)
Plus 15 (classroom teachers) 11 (new children enrolling) = 155 iPads= \$82,890 includes covers and insurance				

Purchase plan also include supplies for FES= \$21,000, Project Director = \$15,000, and Instructional Coach+ \$15,000
Grand total= \$153,000 Note: iPads are checked out for the school year and returned at the end of June each year.

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Schedule #10—Other Operating Costs (6400)				
County-District Number or Vendor ID: 082902		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.	\$10,000	\$10,000	\$20,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose: NA	\$0.00	\$0.00	\$0.00
6413	Stipends for non-employees other than those included in 6419	\$0.00	\$0.00	\$0.00
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0.00	\$0.00	\$0.00
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$5,000	\$5,000	\$10,000
Subtotal other operating costs requiring specific approval:		\$15,000	\$15,000	\$30,000
Remaining 6400—Other operating costs that do not require specific approval:		\$10,000	\$10,000	\$20,000
Grand total:		\$25,000	\$25,000	\$50,000

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

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

Note: The School Redesign Partner may want administrators/ teachers/ Board Members to travel to their site for initial trainings, so travel money has been set aside to serve for two years of the program.

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Schedule #11—Capital Outlay (6600)						
County-District Number or Vendor ID: 082902				Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Planning Cost	Implementation Cost	Total Budgeted Cost
6669—Library Books and Media (capitalized and controlled by library)						
1		N/A	N/A	\$0.00	\$0.00	\$0.00
66XX—Computing Devices, capitalized						
2			\$0.00	\$0.00	\$0.00	\$0.00
3			\$0.00	\$0.00	\$0.00	\$0.00
4			\$0.00	\$0.00	\$0.00	\$0.00
5			\$0.00	\$0.00	\$0.00	\$0.00
6			\$0.00	\$0.00	\$0.00	\$0.00
7			\$0.00	\$0.00	\$0.00	\$0.00
8			\$0.00	\$0.00	\$0.00	\$0.00
9			\$0.00	\$0.00	\$0.00	\$0.00
10			\$0.00	\$0.00	\$0.00	\$0.00
11			\$0.00	\$0.00	\$0.00	\$0.00
66XX—Software, capitalized						
12	Footsteps2Brilliance License and web hosting for 331 pre-k -3 rd grade students & their parents for on-going early literacy coaching sessions for 5 years, provides Model City License	1	\$49,287	\$49,287	\$0.00	\$49,287
13			\$0.00	\$0.00	\$0.00	\$0.00
14			\$0.00	\$0.00	\$0.00	\$0.00
15			\$0.00	\$0.00	\$0.00	\$0.00
16			\$0.00	\$0.00	\$0.00	\$0.00
17			\$0.00	\$0.00	\$0.00	\$0.00
18			\$0.00	\$0.00	\$0.00	\$0.00
66XX—Equipment, furniture, or vehicles						
19			\$0.00	\$0.00	\$0.00	\$0.00
20			\$0.00	\$0.00	\$0.00	\$0.00
21			\$0.00	\$0.00	\$0.00	\$0.00
22			\$0.00	\$0.00	\$0.00	\$0.00
23			\$0.00	\$0.00	\$0.00	\$0.00
24			\$0.00	\$0.00	\$0.00	\$0.00
25			\$0.00	\$0.00	\$0.00	\$0.00
26			\$0.00	\$0.00	\$0.00	\$0.00
27			\$0.00	\$0.00	\$0.00	\$0.00
28			\$0.00	\$0.00	\$0.00	\$0.00
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)						
29				\$0.00	\$0.00	\$0.00
Grand total:				\$49,287	\$0.00	\$49,287

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: 082902										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	391	79.47%	93% of Hispanic children at Dilley Elementary are At Risk, Campus has been IR 2014, 15, & 16.												
Limited English proficient (LEP)	23	4.67%	22 Elem. students out of 492 (4.48%) identified as Gifted & Talented												
Disciplinary Placements	ISS on campus	ISS on campus	149 Hispanic and 7 white students ID as At Risk,												
Attendance rate	413	83.94%	Regular attendance affects achievement. Attendance patterns are established early and can affect graduation rates in the long run., Dilley Elementary can partner with parents and the community to stress importance of regular attendance. Turnaround plan can address this.												
Annual dropout rate (Gr 9-12)	8	1.7%	Rate can be lowered with higher attendance rates.												
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. Dilley Elementary															
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	
61	65	58	76	84	64	84	NA	NA	NA	NA	NA	NA	NA	492	

Attendance Demographics- Why it matters and should be major part of the focus of the Cornerstone Academy Turnaround Plan: Success in third grade reading is linked to pre-k and k attendance (KIDS COUNT, Annie E. Casey Foundation, January 2014). Study found 64% of students with good attendance in kindergarten and first grade scored proficient on the state's third-grade English language Arts test. Of students who were chronically absent, only 17% scored proficient. A 2010 study by Douglas P. Ready revealed that missing literacy instruction in kindergarten and first grade due to chronic absenteeism for economically disadvantaged children results in a wider skill gap (75%) than more affluent students. The good news is that low income students who begin to attend school regularly, benefit and gain 7-8% more literacy skills than the more affluent students, which is narrowing the gap. Coupling good attendance, with Family Engagement literacy coaching sessions, will give parents the resources to help their children at home and the impetus to improve their child's attendance. Another area to focus, is to change the desired attendance rate to 98% and above at all campuses in Dilley and to recognize teachers with 100% attendance each day, with weekly Attendance Hero Awards which can be sponsored by the PTO. No sugary treats, but a crown for the teacher and a banner that is hung in the classroom for the next week can cause competitions that are healthy and a win-win for all.

At-Risk Students Need High Expectations- Our Cornerstone Academy Should also have training on the impact of low expectations for low performing students and how those beliefs can be self-fulfilling prophecies and detrimental to student success. Robert Pianta, UVA Curry School of Education found (2012) that teachers who had low expectations of certain student groups, performed "down" to the expected levels. Rosenthal (1964) in his seminal work on teacher expectations found that "expectations affect teachers' moment-to-moment interactions in three ways: Teachers give students expected to succeed (1) more time to answer questions, (2) more specific feedback, and (3) more approval through smiles, nods, and eye contact. Pianta found that providing teachers with intense training to work with a new set of skills had greater success in changing perceptions and thus also changing low expectations of children into much higher expectations with more positive results.

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Schedule #13—Needs Assessment

County-district number or vendor ID: 082902

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.

STAAR Reading Dilley Elem. Reg.20	STAAR Math Dilley Elem. Reg. 20	Critical Success Factors Can Improve Academic Scores.	Turnaround Principals to Embrace & Engage:
3 rd = 64% 70%	64% 72%	CSFs to be woven into Turnaround Plan with UVA as smart goals-phased in and monitored and adjusted across time. CSFs include: Improve Teacher quality Hire//Retain Effective -Leaders Use Data Driven Decisions Increase Learning Time Increase Family Engagement- Early Literacy Coaching Sessions Refine School Climate & Culture	1.Targeted trainings to increase teacher quality & strengthen reading and math instruction. 2. Use of formative and summative data, ongoing data meetings, data walls, to monitor student growth 3. Increase instructional time. 4. Improve the school climate 5. Provide family & community engagement opportunities (specifically designed for early literacy skills and word exposure.)
4 th = 50% 71%	57% 70%		
5 th = 60% 79%	57% 84%		
Campus falls below average as compared to ESC Region 20 scores in both reading and math for grades 3-5. Demographics plus scores reveal needs that are not being met.,i.e., underserved populations: Econom. Dis.=75%, Hispanic= 89% Hispanic At Risk=93%, White At Risk =7% Ex: Eco. Dis. Hispanic students enter Pre-K with 30-million-word gap. (Hart,Risley,2002)			

The above STAAR data and chart shared in the Executive Summary and the information below reveals problems/gaps in instruction that result in students unprepared for state assessments. The level to which Dilley elementary students in grade 3,4, and 5 fell below scores on the same measures in all of Region 20 raises alarms as differences in STAAR Reading

Grade Level Performances: in Reading Dilley Elem. Compared to Reg. 20	Math scores at Dilley Elem. Compared to Reg.20	Grade Level Totals in Reading & Math Indicate Percentage Points Dilley Underperforms Reg. 20
3 rd fell 6 points	3 th fell 8 points	3 rd Reading & Math = 14
4 th fell 21 points	4 th fell 18 points	4 th Reading & Math = 39
5 th fell 10 points	5 th fell 27 points	5 th Reading & Math = 37

scores range from 6% to 21% poorer scores for Dilley students as compared to the rest of Region 20 students. On STAAR Math, Dilley students performed with even worse gaps ranging from 8% - 27% point differences. If we look at this another way, by grade levels, the picture becomes clearer:

The chart above indicates that the 4th and 5th grades are in trouble as evidenced by their scores and underperformance as compared to other Region 20 schools. However, this is just a starting point for further data analysis. This is just one indicator in our needs assessment, but it is indicative of the type of "peeling back" we need to do to support the goals of the grant, to improve teacher quality and to strengthen reading and math instruction. For instance, we know that average daily attendance at Dilley Elementary was in 83.94%. Attendance Works reported in 2011 that, "Students chronically absent in kindergarten and 1st Grade are much less likely to Read Proficiently in 3rd Grade." (Applied Survey Research & Attendance Works, April 2011). In fact, the research goes on to show that the long-term impact of chronic kindergarten absence hits children of poverty harder, with results indicating that even with improved attendance by third grade, the damage has been done. In fact, the effects of chronic absenteeism predict a higher percentage of students who are more likely to drop out (Utah Education Policy Center, 2012). It will be the job of the team working with this program to infuse safeguards such as Universal prevention programs, intervention programs and recovery programs. Each program requires building positive habits early with not just students, but families and the entire school faculty and staff. Everyone owns this issue as it is a shared accountability issue that needs to build upon actionable data, positive messaging, capacity building and good monitoring systems within a strategic plan to implement change that rebuilds positive effects for students and families. Staff Surveys reveal a need to have their voices honored, recognized for their willingness to change and a recognition for the hard work of the Assistant Principal at Dilley Elementary. Parent surveys voiced concern that schools are not there for them in all cases. Others remembered their elementary years fondly and expressed willingness to serve their school.

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Schedule #14—Management Plan

County-district number or vendor ID: 082902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director-Coordinator	The Project Director/Coordinator will serve the team as the primary person overseeing the grant. This person should have teaching and leadership experience, a Master's in Education, a strong background in family literacy, and guiding teachers in best practices in both math and reading.
2.	Family Engagement Specialist	The Family Engagement Specialist (FES) serves the team as a catalyst to open doors to new levels of appreciation for parental support. He/she will engage parents in on-going coaching sessions for reading and math activities to take home and use with their children to foster positive early literacy and math skills. FES oversees Parent Center for GED/ESL, workforce classes, etc.
3.	Instructional Coach	The instructional coach will serve the team as the link to ensuring best practices in classrooms by developing partnerships with teachers to hone their craft knowledge. On-going training in teaching for understanding, accelerated instruction, and high expectations will be a "win-win for all."
4.	External Evaluators	The external evaluators will meet with the Project Director, Superintendent as needed. Evaluators will monitor implementation, grant data, report problem areas and complete all grant evaluation reports. The evaluator will report to the Project Director and the advisory committee on a monthly basis.
5.	Ed. Aides (2)	The aides will be trained to assist students in the classrooms with early reading and math literacy activities that help to close gaps and lower the number of students needing RtI.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase teacher strength/Quality as evidenced by # of students in highly rated schools 2019	1. Identify 3 perceived issues causing in low scores.	08/28/2017	08/30/2017
		2. Use data to dispel myths & blame for low scores	08/30/2017	09/07/2017
		3. Back design to uncover gaps/issues in instruction.	09/14/2017	09/21/2017
		4. Match best-practices, raise scores, bridge gd levels	09/29/2017	05/28/2019
		5. Grow a culture that builds teacher craft knowledge	08/28/2017	07/27/2019
2.	Data Trainings increase reading & math scores by 25% by 2019	1. Identify data that is formative/summative & uses.	08/28/2017	07/27/2018
		2. Use real data from STAAR scores to back design.	08/30/2017	09/07/2017
		3. Professional Learning Communities scheduled daily	09/07/2017	09/21/2017
		4. How data conferences with students raise scores.	09/14/2017	09/21/2017
		5. Achieve Met Standard on Texas Account, Measures	09/14/2017	06/27/2018
3.	Targeted trainings build a positive culture/climate for change, evidenced by survey data.	1. Identify how culture & climate & affects learning.	09/21/2017	05/28/2019
		2. Back design ways similar schools have improved.	09/21/2017	09/28/2017
		3. Match best practices to grow/monitor our culture.	09/28/2017	07/28/2019
		4. Set up Superintendent's Student Advisory Team.	09/28/2017	10/05/2017
		5. Identify ways to improve both our culture & climate	10/05/2017	07/27/2019
4.	Targeted trainings increase instructional time by 5% & Meets Standard on Rdg/Math ratings.	1. Identify attendance issues/solve root causes.	10/05/2017	11/10/2017
		2. Use effective school examples/craft/revise model.	10/05/2017	06/28/2018
		3. Achieve a 98% or higher attendance rate	10/12/2017	06/27/2019
		4. Modify, polish our model over time, using data	10/12/2017	06/27/2019
		5. Cross-age tutoring models increase learning time	11/10/2017	06/27/2019
5.	Parent/family Engagement opportunities increase by 50%.	1. Parents attend early literacy sessions with FES	09/07/2017	07/18/2022*
		2. GED, workforce sessions offered at Parent Center	09/07/2017	07/27/2019
		3. Parents use digital reading & math at home for kids.	09/12/2017	07/18/2022*
		4. PACT sessions connect parents to classroom	09/12/2017	05/23/2019
		5. Parents feel appreciated/united as a team w/teacher	01/30/2018	06/17/2019

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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: 082902

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.

Ongoing Efforts: The Cornerstone Academy Committee has met four times to discuss the goals of the grant, and the activities that need to be in place to meet the goals. The team is still at the stage of feeling a little overwhelmed due to the enormity of this task. That is one reason why we are seeking the assistance of the proposed partner, The University of Virginia to assist us in these crucial beginning stages and through the planning and implementation phases. The team does not want to just "tinker" with solutions, the team wants a bold and comprehensive approach that systematically looks at issues and assists the team in peeling back the layers and uncovering root issues and causes. We are also concerned with those students who will be entering 6th grade for whom what we put into place will have little effect upon. So, we want to include in our planning transition models for a focus on the fourth and fifth grade classes in which a partnership with the middle school would form so that all year those teams are planning together, cross-grade levels, cross campuses, but truly connecting our work so students have a better chance of succeeding at each transitional level. A team of trained consultants will be utilized to assist in these efforts for the planning and implementation phases. We feel it is important for fifth grade students leaving the elementary school and going to the middle school, have attained proficiencies in reading and math to be successful at the middle school and be ready for high school level classes. The consulting team, made up of retired teachers, etc., will work within the parameters of the grant to help accelerate student growth for 4th and 5th graders, paving the way for smoother transitions. We hope to form a "bridge" model from this experience that can also be employed at the 8th grade level, preparing students to enter 9th grade with necessary skills to succeed in high school courses and beyond. This bold and comprehensive redesign is going to be a game-changer!

Sustainability: The sustainability planning efforts are already underway as there is nothing worse than to offer a

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Schedule #15—Project Evaluation

County-district number or vendor ID: 082902

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.	External Evaluator analyzes informal data, using surveys, sign-in sheets, Observations, Attendance rates, etc.	1.	100% of administrators, teachers, staff will follow grant objectives
		2.	100% of teachers, administrators will follow uniform data entry methods
		3.	100% of teachers/admin. will follow phase-in and Implementation Plans, activities, documenting and reporting activities that result in achieve
2.	Student Surveys / Informal	1.	100% of survey results will be shared with Advisory Council 3x year (BME)
		2.	100% of survey results for improvement addressed by Project Dir. 3x year
		3.	100% of survey results will be shared w. families/community/ admin. 3x yr.
3.	Parent/Teacher/Admin/ Staff Surveys Informal	1.	100% of survey results will be shared with Advisory Council 3x year (BME)
		2.	100% of survey results will be shared w. families/community/ admin. 3x yr.
		3.	100% of survey results for improvement addressed by Project Dir. 3x year
4.	Grades, Attendance, Behaviors Formal- External Evaluator analyzes data, creates report	1.	100% of survey results for improvement addressed by Project Dir. 3x year
		2.	100% of survey results for improvement addressed by Project Dir. 3x year
		3.	100% of survey results for improvement addressed by Project Dir. 3x year
5.	Benchmark Scores, STAAR, subject grades- formal, both formative and summative	1.	98% of students will achieve Met Standard in all Performance Indexes.
		2.	95% of students' grades will improve by 5% (unless student achieves A's)
		3.	90% of students' grades will improve by 5% (unless student achieves A's)

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.

Data collection: The Solutions & Services Group (TSSG), who will be the program evaluator if awarded, have many years of experience with school design programs. They believe that the Project Director, Instructional Coach, Family engagement Specialist, and teachers must all be knowledgeable of the processes that must be adhered to for the data to be meaningful. For instance: the attendance data is of extreme importance to student achievement and ultimately, the grant. We know the program is working if students attend regularly since previous attendance rates lagged.. So, attendance must be emphasized by all team members and monitored closely to turn-around problems early so as not to let attendance and thus student achievement, grades, etc. suffer. Data must be reliable for the appropriate improvements to the program to come to fruition. Accountability for correct data is a shared responsibility and will be discussed in trainings before the program starts, at every meeting and at each Advisory Council meeting. Findings from the data will be used to strengthen the program because we will act upon the data to for program improvement. The key to improving the program is through discussion and ownership of the problem by all parties. Then, when we are successful, we all share in the joy of good instruction and student achievement, grades, attendance, etc. To that end, we will make public the results of the external evaluators by doing the following: (1) Results will be discussed with staff and then the Advisory Council with recommendations from all parties discussed and a plan generated for improvement employed. In areas that we are doing well as a finding of the evaluators, we will learn how to strengthen those results to achieve even better scores in reading and math and student and family success. Results from the surveys will also be made public by reporting those results to the Dilley Board of Trustees in a specified Board Meeting. Results from the formal and informal data can be used as building blocks to refine and improve and strengthen the program- it is a shared responsibility with the success of students and families at stake.

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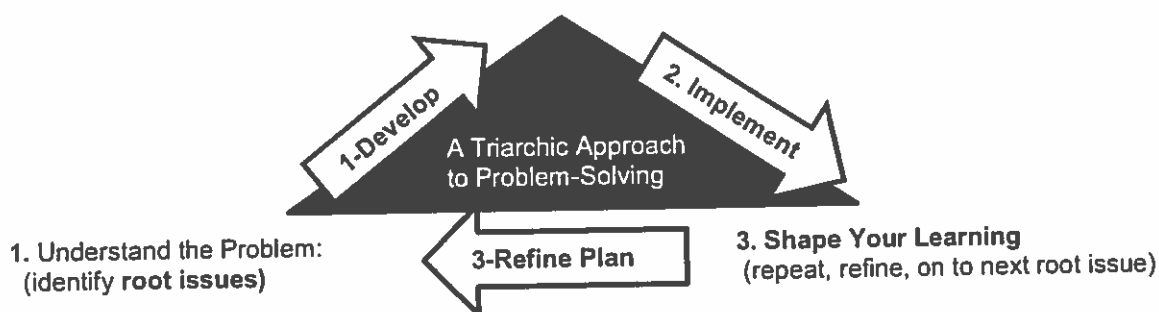
Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 082902

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.

1. Dilley Elementary is a Focus School and will be seeking through this grant, funding to employ the professional services of a renowned partner to assist in the development and implementation of the school improvement plan. This is why the planning phase is key to building a bold and comprehensive plan. If we fail to plan, we plan to fail, to paraphrase Steven Covey, and Dilley Elementary has had enough failure.
2. While the process for finalizing partners continues, a lot of open dialogue has been and will be on the table to just let committee members talk, get their feelings out, voice their frustrations, and develop an atmosphere of a "safe place" to discuss issues. This enables the group to continue to move away from blame and take a hard look at the problems and realize problems are not a death knell, but rather opportunities to make Dilley Elementary a better place for children, teachers, administrators, and parents to learn and grow within. In short, it is about "taking stock", stepping back from the situation and seeking to understand what each problem is down to the "root issue/s" before discussing strategies. Just stopping to "think about one's thinking" is an important step in the right direction. Below is an illustration of the problem-solving model used in the example to follow. (Adapted from R.J. Sternberg (Triarchic Thinking, 1997):

2. Match Strategy to solve Root Issue

3. This process above will help throughout the **planning and implementation** of a school improvement plan by thinking deeper about the issues that Dilley faces. For example, the committee was discussing the issue of attendance and how data supports that attendance affects learning. The district has an ADA of about 84%. They immediately thought to put 90% as a reasonable goal and that a goal of 98% was unattainable. But by using this process, they were able to look at data and unpack the problem down to the "root issues" which revolves around parents picking up their children early, especially at the Pre-K level for various reasons such as doctor appointments, etc. which is lowering their ADA. It also included the fact that parents had not been drawn in as partners nor made aware of the crucial role that attendance plays in achievement. Once it was determined that the preliminary ADA was 95% (before early leavers- which is a part of the root issue) setting a goal of 98% became more realistic and attainable in conjunction with increased parent engagement and support. The group also determined that putting a campus attendance advisory committee together would be a proactive move. Finally, incentives were discussed such as having "The Attendance Wars" for classroom competitions for 100% attendance. For example: Teachers with 100% attendance for the week, would get to wear the Super Hero Cape, and host a visit from the school's furry friend (pet hamster, squirrel, etc.). This Triarchic notion of thinking and problem solving will undoubtedly be just one tool employed. Participants left this meeting feeling less frustrated, more creative, and inspired. That is the thinking it will take to plan and to build a targeted school improvement plan that is achievable, sustainable, and filled with a desire to change as all of this is for the ultimate growth and achievement of Dilley Elementary children and families.

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

County-district number or vendor ID: 082902

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.

Coordination with the business office, department heads, administrators, etc. will help the planning and implementation stages by:

1. The Project Director will work with Dilley Elementary Principal and the district business office to reinforce that no federal funds are supplanted by this grant. All Title 1 funds will be distributed in the same manner as if the grant funds were not available.
2. Program teachers will also understand that Grant funds are for the planning and implementation of activities for 2017-19 School Redesign Grant, Pilot Cycle activities for school improvement and are not sources to "co-mingle" funds for other programs.
3. All grant funds from this grant will be used to **supplement** programs for the planning and the implementation of school improvement activities. These funds work together to expand and supplement existing programs to widen the effectiveness and desired outcomes of the program. Example: It is proposed in the grant to fund a Family Engagement Specialist (FES) who will expand family engagement activities to include: (1) Providing on-going early literacy coaching sessions in the Parent Center so parents can be empowered to help their child with early literacy learning digital apps and activities at home.
4. All POs will have the signature of the Project Director, as well as the Principal, signifying that the PO has been reviewed and approved by the Project Director and that those requests are for activities that supplement the regular program and adhere to the goals of the grant.
5. Periodic reviews of POs will check for consistency and to correct any problems early in the planning stages.

Statutory Requirement 1c: Describe how the applicant uses a rigorous review process to recruit, screen, select, and evaluate any external partners with whom they will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Cornerstone Academy Committee has met to look at potential partners. There were three potential partners identified: The University of Virginia, The CA Group, and Transcend. These are the steps followed and shared with the committee after each step was completed:

1. A search of each potential partner's experience in partnering with school redesign programs was conducted.
2. The Superintendent of Dilley ISD worked with the Director of School Improvement to send each of the contenders an email, explaining the purpose of the email and then inviting each one to share their ideas and thoughts on how they can be the partner that Dilley ISD needs to help Dilley Elementary children succeed.

Here are the results:

Potential Partner:	Request for Information Sent/ Response:	Result/s	Status:
University of Virginia (UVA)	An immediate email was returned asking for a phone conference with stakeholders, to include the grant writer.	Phone conference set up and conducted. More information sent. Another phone conference set up	-UVA has experience in Texas and with single campuses in a district. VA is willing and excited to work with Dilley ISD. -They are the potential partner proposed to work with Dilley ISD
Transcend	An immediate email returned stating that we would have to apply for them to approve us to see if we are a good fit.	Nothing further	Nothing Further
CA Group	No response, no email	Repeating calls, email	Still possible-request for phone conference has been sent.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 082902

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 Cornerstone School Redesign Proposal will follow Statutory requirements to include the aligning of Federal, State, and local resources. The program proposes to design activities that support the goals of the grant and supplement the regular program during the planning and implementation phases in order to provide:

1. Targeted trainings to increase teacher strength and quality as evidenced by rising student scores.
2. Targeted trainings to increase the use/understanding of formative and summative data by 50% by 2019.
3. Targeted trainings to assist in the building of a positive climate and culture for lifelong learning.
4. Targeted trainings to assist teachers to identify strategies to increase instructional time by 5%.
5. Increased quality parent engagement / family learning opportunities by 50% by 2019.

For
example:

Activities	Federal/State/Local	School Redesign Grant Funds the Following
Classroom teaching	State & Local Funding	Supplemental Only (No Supplanting)
Parent Engagement	In-kind- uses existing school for Parent Center, Computer lab, etc. to carry out activities.	Pays for FES, supplies, iPads, software licenses, etc.
School Redesign Partner	In-kind- uses existing facilities for training, observing, and planning with teams to carry out activities.	Pays for the services of the renowned partner to assist Dilley ISD with the planning & implementation phases.

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.

In order for the Cornerstone Academy School Redesign Plan to be effective, it is proposed that the district partner with a managing entity for Alternative Management and utilize a performance contract to carry out necessary operational flexibilities granted to Dilley Elementary. The managing entity will be selected from eligible applicants, reviewed and recommended to the Dilley Board of Trustees. The chosen managing entity will be a partner that is closely involved with the plan both in the planning and implementation phase of the grant. For example, the contracted managing person/team would need to develop a working relationship with the stakeholders before they are able to effectively define or redefine programs and activities in the district. Proposed Alternative Management Team include:

- (1) Attend interviews of potential teachers and administrators for Dilley Elementary
- (2) Assist with the district Attendance Committee and to work with students and families with chronic absenteeism.
- (3) Provide feedback/recommendations on potential hires for Dilley Elementary
- (4) Provide walk-thru feedback from classroom visits at Dilley Elementary as well as evaluation feedback.
- (5) Provide feedback, suggestions, ideas for program improvement or suggestions for eliminating waste, time lost, etc. For example- Should transition time, per say, be cutting into instructional time, the management team can recommend ways to streamline transitions to maximize time on task.
- (6) Can provide/design calendars building flex time for professional development, for students during holidays and summers for interventions to accelerate students' readiness to enter the next grade., etc.

The Alternative Management representatives will work with the Cornerstone Academy Team so it is not a "us-them" but rather a team for student and program success. The goal is to build a service contract growing a working relationship together, to be a productive team with clear roles and responsibilities. In addition, the Alternative Management entity, rigorously selected for an outstanding track record of school improvement in like settings, will be monitored and evaluated for total program improvement. The total scope, additional depth and breadth of the Alternative Management Team will continue to be refined during the planning and implementation phases of the grant.

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

County-district number or vendor ID: 082902

Amendment # (for amendments only):

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

The Cornerstone Academy School Redesign proposal, if funded includes plans to hire a Family Engagement Specialist (FES) who will actively engage parents through the use of **evidence-based strategies** that include:

1. A Parent Center at Dilley Elementary where **parents can take adult education classes such as GED/ESL**, workforce-related classes that prepare them for employment, fill out job applications, conduct online searches, take college entry tests, etc. and listen to guest speakers chosen by surveys of parent interests.
2. On-going family Literacy sessions across the school year to equip parents with the skills to assist their children at home with the necessary skills to be proficient readers by third grade. This is accomplished by supplementing the regular reading program at school through on-going sessions using the Footsteps2Brilliance digital platform filled with over 1,000 stories, games, and activities to comprehension and help close the 30-million word gap that exists between less affluent students and more affluent students (Hart & Risley, 2003) across America as children enter school. Without interventions that include the family, progress is slow and gaps keep growing. Renowned reading researcher Catherine Snow along with colleagues Gail Jorden and Michelle Porche found in their study, "The Effects of a Family Literacy Project on Kindergarten Students' Early Literacy Skills (2000), that the children "whose families engaged in at school and at home literacy activities made significantly greater gains in language scores as measured on subtests of vocabulary, story comprehension, and sequencing than comparison children" The greatest gains occurred for children whose scores at pretest were the lowest and their family participation in the program was the highest. The study not only suggests the untapped resource available at Dilley Elementary but also reveals the potential that exists for schools to engage their parents in "meaningful" ways such as supporting their children's literacy development.
3. Footsteps2Brilliance (F2B) is a digital platform providing stories, literacy games, and activities that parents can read to their children, or turn on the audio and listen together in Spanish/English. F2B. Combining F2B with quality parent engagement lessons will produce multiple opportunities for parents to truly become partners with the school in their child's literacy success while unleashing their own potential as the valuable partners they truly are. The Kellogg Foundation (2012) reports that 46% of American children start kindergarten lacking the basic language skills needed to learn to read while 61% of children entering school have no books at their homes. (Jumpstart, 2009). In fact, the National Institute for Early Literacy has shared that shared reading activities are the single most important thing adults can do to promote literacy skills in young children.
4. Parents will also learn how to utilize Successmaker's lessons to supplement their child's classes at home. The What Works Clearinghouse (WWC, 2009) states that Successmaker has the potential to effect success in student comprehension and overall literacy achievement.

In addition, The Cornerstone School Redesign Proposal will engage parents in training sessions to teach them to utilize many evidence-based strategies to accelerate their learning while raising achievement for their children using:

- (1) **Clear lesson goals.** Parents will be able to articulate what the goal of each reading sessions at home will accomplish, i.e., "After we read today, you will be able to tell me three ways the pigs outsmarted the wolf". Or, "Before we read today, tell me what you think the story will be about by looking at the pictures".
- (2) **Modeling:** Parents will learn to model for their children how reading sounds when you are excited, scared or asking a question.
- (3) **Questioning,** Parents will learn how to create a question to check for their child's understanding of a story.
- (4) **Practice.** Parents will provide multiple opportunities for their children to read at home. All activities, minutes spent reading, comprehension scores, etc. are captured by the program and downloaded for the FES.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 082902

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.

When a goose is wounded or injured, it drops to the back of the flock in flight so that it can be carried along by the draft from the rest of the flock. Another goose drops back as well to stay with the injured goose and to land with it if it has to stop flying. One of our flock is suffering and we are going to spread our wings and carry it along with our draft while welcome the assistance of another flock who will assist us in taking care to see that our younger birds Another representative team drops back, encouraging the wounded one to keep flying and to stay with the flock and to take advantage of our draft. We will watch over one another, pull harder together, using our best flying strategies and learning a few ways to excel while not ruffling any feathers along the way. We will win and we will see our young birds soar above the horizon while everyone makes it to safe harbor.

Granted, this is simplistic, but the heart of the matter is evident: This is a district wide support mechanism because all campuses are affected just as the flock is affected when one of their own is wounded.

This is our vision:

96% of Dilley Elementary students and families (220 out of 227) will thrive in a climate and culture of learning to meet/or exceed state standards on all 2019 state measures, earning distinctions for 3rd, 4th, and 5th grade reading and math.

Strategy: Increase teacher effectiveness through targeted trainings to utilize formative data, data walls, professional Learning Communities, evidence driven interventions, cross-age tutoring opportunities, student conferencing and highly effective, ongoing family engagement activities that result in improved student achievement in reading and math.

Dilley ISD will work with an external partner, experienced in school redesign initiatives, to accomplish the goal by

- (1) Increasing teacher strength and quality resulting in Dilley Elementary students entering middle and high school as proficient in reading and math, ultimately resulting in higher rated schools.
- (2) Targeting trainings to increase student achievement in reading and math by 50% by 2018, and 96% by 2019.
- (3) Increasing instructional time by 5% beginning in 2018 and maintaining or increasing percentage by 2019.
- (4) Growing a culture and climate that is positive, parent-friendly and where high-quality instruction is informed by formative and summative data.

How we will make this vision clear include the following:

1. Presentations in the Parent Center, local churches, at Dilley ISD Board meetings, etc.
2. Information placed on the district website with Parent-friendly notices of the upcoming trainings on the district splash page in both English and Spanish
3. Local newspaper articles, including a monthly or bi-monthly article by Superintendent McLain covering the goals, progress, etc. at the school.
4. Mail-out to homes in the community
5. Press Conference at Dilley City Hall with grant details, etc.
6. Formal Board Presentation with Grant plan and presentation by the proposed partner.
7. Open House prior to school starting at Dilley Elementary to hear grant plan and meet the partner.
8. Friday progress notes to the Superintendent from the partner, then from the Superintendent to the Board

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

County-district number or vendor ID: 082902

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how the applicant will develop and/or implement a supported school redesign that responds directly to the unique needs of the specific campus. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The needs of Dilley Elementary are the driving force behind all decisions that the Cornerstone Academy Committee has made and will continue to make across the grant timeline, if awarded, and if not awarded, they will seek to make proactive changes based on the needs of the campus. What follows is the proposed plan that is built in response to Dilley Elementary student needs:

School Redesign Proposed	Unique Needs of Dilley Elementary	Model Responds to Needs
Turnaround Model	Academic scores for reading and math for 3 rd -5 th grade declining, preliminary 2017 scores show combined 3 rd , 4 th , and 5 th grade reading and math loss of 55 percentage points	<p>The turnaround model provides many opportunities for improvement, including:</p> <ul style="list-style-type: none"> • opportunities for the external team to work with leadership and teachers to identify root issues, with such indicators as such as low attendance, low quality instruction, and lack of rich family engagement activities to support early literacy in reading and math. • Help make comprehensive changes in the instructional model and the implementation of that instructional model that is resulting in poor academic performance. • Assists in creating a new and improved learning environment to positively impact student performance on measures of reading and math achievement. • Provides new paths to increased community engagement opportunities which can positively impact scores. • Team can assist in providing leadership growth and refinement of skills to impact positively classroom instruction and family engagement. • A Talent Plan can improve the professional development as the goal is to accentuate positive practices while eliminating discriminatory or outdated practices that only address surface issues. • Provide deep and lasting changes to the school culture and climate through professional development. • Help us develop a talent plan to grow our own experts with very high expectations for all students.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 082902	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.	
<div style="margin-bottom: 10px;"> <input type="checkbox"/> Restart </div> <div style="margin-bottom: 10px;"> <input checked="" type="checkbox"/> Turnaround </div> <div> <input type="checkbox"/> Closure/Consolidation </div>	
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.	
<p>The Superintendent of Dilley ISD met with the Cornerstone School Redesign Committee to discuss the options for the redesign model. The options were:</p> <ol style="list-style-type: none"> 1. Restart- to close the Dilley Elementary campus and open a new school under a charter operator, charter management organization, or education management organization. <p style="margin-left: 40px;">Response: The committee felt that the community, which is already upset with the school's standing, would feel that they have lost their community school, of which many community members and in some cases, generations of family members attended down through the years.</p> <ol style="list-style-type: none"> 2. Turnaround- Identify a new principal and engage in a comprehensive change in staff and instructional model. <p style="margin-left: 40px;">Response: A new principal was identified and comprehensive change was undoubtedly needed in the staff and in the instructional model. This seemed a better fit for the district and a model that the community could get behind and support.</p> <ol style="list-style-type: none"> 3. Closure / Consolidation- Close a low performing school and subsequently enroll students in higher-rated school(s). <p style="margin-left: 40px;">Response: This choice posed many issues because there is only one elementary in Dilley ISD. The closest district is over 15 miles away in Pearsall, Texas which would mean busing students or parent transportation. Attendance is already an issue, the committee felt that this would only compound an already difficult situation.</p> <p style="margin-left: 40px;">Resolution: Ultimately, the decision was made to choose the Turnaround Model as a better fit to (1) calm fears and build community support and to (2) lower anxiety and garner the best chance for student success through (3) comprehensive and bold changes to program planning, including adding (4) evidence-driven family engagement coaching sessions with activities to increase early literacy development at home. Finally, expansive changes to the implementation and evaluation of reading and math instruction would be designed to accelerate, support and sustain high achievement levels for all students.</p>	
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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 082902

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.

A Phase-in Redesign offers Dilley Elementary the best option for the following reasons:

1. There is time to stop, take stock, reevaluate, plan and restructure programming, methodology, the school culture, instruction, and the family engagement program in steps across time. This means that there is time to plan- implement in phases, evaluate, adjust and do it all over again if needed until all the pieces fit and "flow" is achieved. The goal is that by the time we get to full implementation, we have all the moving parts in a concert of sorts, working in harmony and orchestrating the kind of achievement only previously dreamed about. It also indicates that some needs are quicker fixes than others and can be implemented across time.
2. Along with time to plan comes the opportunity really seek the voice of the community, to engage them at levels never before seen and to build their confidence and support in a system they feel part of, as well as appreciated, and served. Increased and enhanced parent engagement using evidence-driven techniques take time to grow and employ well.
3. This model gives teachers the feeling of conducting action research in their classrooms as evidence-driven techniques needs to spread all throughout the classrooms via such practices as fluid-grouping which allows the teacher to form groups based on needs. This allows groups to change often as the needs change, allowing students to see themselves progressing through student conferencing opportunities and goal-setting while allowing teachers time to think, to self-evaluate and to get really good at what they are doing: teaching.
4. The Phase-in model also allows the staff to quickly pull an activity back if it is not achieving the desired results or to have a fellow teacher come and observe and give their feedback on ways to reinvent the activity or simply complete some quick fixes. This will allow Dilley Elementary to grow in collegiality which is the result of sharing craft knowledge often while growing closer as a team, developing relationships for learning, shared values as well as work ethics and a deeper sense of "self-worth as a teacher".

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

County-district number or vendor ID: 082902

Amendment # (for amendments only):

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

☒ Alternative Management

☐ Campus Charter

☐ District of Innovation

☐ Applicant Assurance

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

The rationale for utilizing the Alternate Management under our Operational Flexibility plan was to achieve the following:

- (1) The opportunity to partner with professionals who can respect the professional setting they are entering, the professional demands of working to improve while managing the everyday learning goals in classroom and understanding that we are not "throwing out" the teacher, rather, we are shaping together through various resources a highly qualified professional both on paper and most importantly- in the real world of working with and building the dreams of high student achievement-together.
- (2) Alternative Management provides "boots on the ground" that can expand effectiveness in the classroom, at the Parent Center for parents learning together, and at home as parents work with their children, both sharing what they learned that day for opportunities for continuous growth.
- (3) Receiving expertise in the area of curriculum, staffing, and general operations can be a positive experience for campus principals and district staff if we all embrace change as a good thing.

At this time, the other options did not appear as viable as the Alternate Management plan. If the grant proposal is funded and through working with the redesign partner, any changes are desired in the Alternative Management plan, we will follow amendment guidelines as outlined in the grant, although no changes are expected at this time.

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

County-district number or vendor ID: 082902

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.

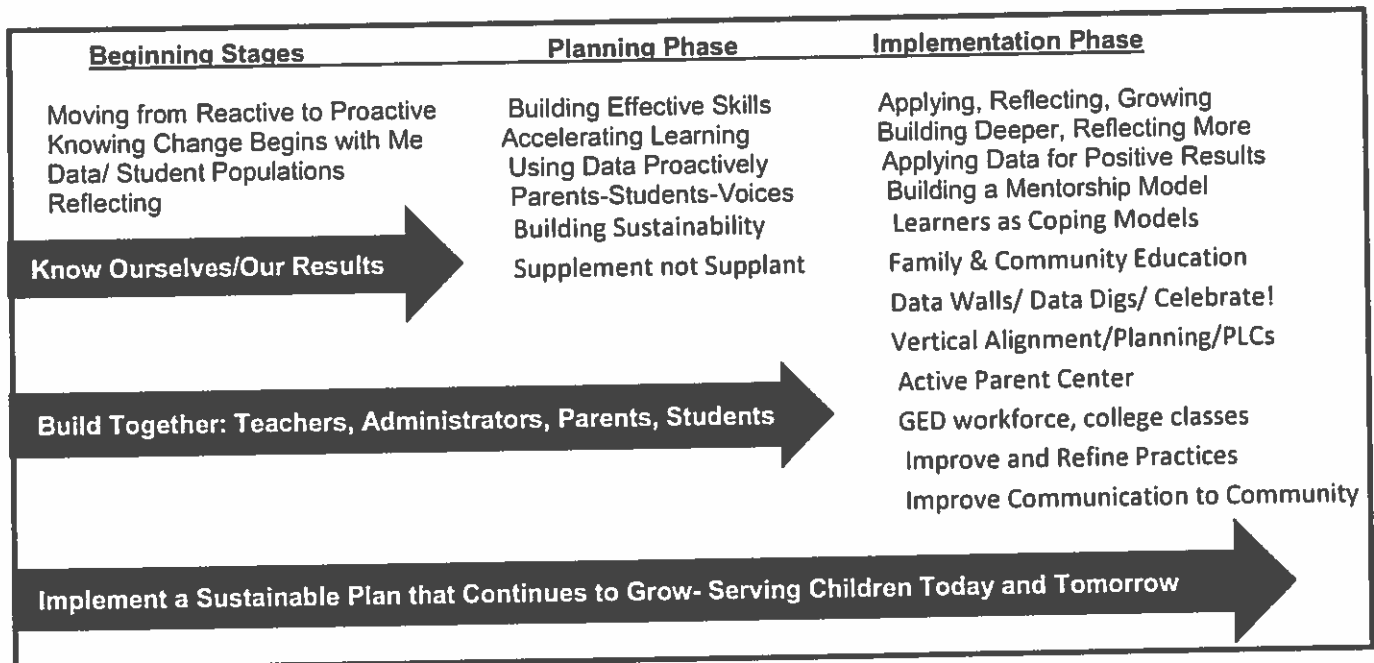
☒ Planning and Implementation

☐ 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.

Dilley Elementary is a Focus school that did not arrive at that status overnight. No one got up one morning with the intention of creating a failing school and certainly some of the team have asked themselves, "How did we end up here as a Focus School?" As a team that is determined to place the cornerstone of success solidly in the right place, for all the right reasons- time to reflect, unpack the emotions, think clearly about what didn't work and what successes we did have, is crucial to coming to a common understanding, a common language of growth, and a common ground upon which to build a more positive future for our students and our community.

We are seeking a renowned partner to assist in the planning phase and implementation phase to help Dilley Elementary teachers and parents grow lifelong learners, thinkers, and problem solvers as we move through the following:



A plan begins with the team that grows together beyond just a team. Former Dallas Cowboys Coach, Jimmy Johnson, who holds a degree in psychology, taught his players to think like a team. That went beyond plays and knowing the other players' weaknesses. It meant truly being a *team* of thinkers who grew so "like-minded" and focused on success that they rose above their own personal agendas to a state of "metanoia" which allowed the team to effect remarkable plays and amazing feats of teamwork on the field. Now you know what Jimmy Johnson meant when he said, "How about those Cowboys!" At Dilley Elementary, a new definition of "team" is needed and we need a comprehensive plan, a bold plan, and a great partner to make that happen because our children are counting on us to move the ball across the goal line!

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

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Amendment # (for amendments only):

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

The Desired qualifications of the proposed school redesign partner include:

- (1) Experience in driving and effecting change through a model that embraces the staff, parents, and community as a team with a vested interest, our children's future and achievement across time.
- (2) Specific experience in working with a turnaround model with smaller districts in Texas. Understanding of working for predominantly economically disadvantaged Hispanic students in a rural setting.
- (3) Knowledge of the Critical Success Factors as key elements in the school redesign plan and how to support the efforts of the team to weave them strategically into the regular school program as strategies for student achievement.
- (4) Understandings that are critical to improving school climate such as knowledge of how school climate and student achievement are linked, assisting the team in sustaining positive results once achieved, and the affirmations students, parents, and families will feel beyond just raising student scores.
- (5) A desire to increase teacher quality by recruiting and retaining effective teachers while working with existing staff skills and knowledge to expand and build upon the current teacher base. Providing teacher trainings which extends a partnership approach to student and family achievement for all as learners. The key is enhancing teacher knowledge, reaffirming their voice while polishing their style, and enhancing their knowledge base,
- (6) Viewing family engagement activities as meaningful ways to inspire parents to be their child's first reading teacher at home while acknowledging parents for the power they bring to the table including a wealth of skills, experiences, and a love of learning.

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

County-district number or vendor ID: 082902

Amendment # (for amendments only):

TEA Program Requirement 8: Describe how the applicant will recruit and select high-capacity leadership teams with a track record of increasing student achievement in low-performing schools and/or similar learning environments to develop and implement the school redesign. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process begins by:

- Resources provided by TEA and the Grant Webinar will (have been) extremely helpful.
- Online resources will be reviewed.
- Any experiences the Cornerstone Academy Committee has had with school turnaround models and external partners will be reviewed to include attending conferences on school redesign models and providers who presented or provided resources.
- The Cornerstone Academy Team will identify three top contenders to contact for information.
- Emails and calls will be made to each contender.
- Interviews will be conducted and recommendations for proposed external partners will be established.

The above process preliminarily provided a proposed partner for this grant proposal: The University of Virginia

The process for identifying high quality leadership teams to contract with consulting work in the classrooms is:

- Qualifications, experience, and especially experience with similar demographics and needs will be reviewed.
- Interviews will be conducted by the Cornerstone Committee
- Consideration for teams who have previously worked with a different campus in Dilley ISD and achieved student gains in reading and math will be considered for an interview as well.
- The Cornerstone Committee will then choose the best candidate and offer contract.
- The committee will periodically review progress reports from team and make recommendations or request changes to be made for increased progress.

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By TEA staff person:

Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 082902			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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 since 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 since gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training (Proposed family literacy coaching sessions)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center (Proposed at the elementary)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making (YES!)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 082902		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 (Proposed on-going sessions for early literacy and math)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities (YES! Proposed to build strong links)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program (YES!!! Proposed in the grant)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries (Proposed in the grant)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education (Yes- rural setting poses difficulties.)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program (Yes, including high expectations for ALL students!)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 082902			Amendment number (for amendments only):	
Barrier: Gang-Related Activities (cont.)				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Drug-Related Activities				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input 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 checked="" type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 082902

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention (Proposed in grant. Huge Issue.)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program (proposed in grant)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies (Proposed in grant)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 082902		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 checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 (Family Engagement Spec.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits (Proposed as well, weekly column in local paper.)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify) (Family Engagement Specialist role will guide this.)	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations (Will share parenting with Footsteps2Brilliance w/parents, staff)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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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