Texas Education Agency
Standard Application System (SAS)

2017–2019 School Redesign Grant, Pilot Cycle

Program authority:	Every Student Succeeds Act (ESSA), Public Law (P.L.) 114-95, Title I, Part A, Sec 1003, School Improvement	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period:	August 28, 2017, to July 31, 2019	
Application deadline:	5:00 p.m. Central Time, July 13, 2017	Place date stamp here.
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
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 #
San Felipe Del Rio CISD	233901	Del Rio Middle School - 043		
Vendor ID #	ESC Region #			DUNS #
1741694073	15			069452118
Mailing address			City	State / ZIP Code
P.O. Drawer 428002			Del Rio	TX / 78842-8002

Primary Contact

First name	M.I.	Last name	Title
Jorge	L.	Garza	Chief Compliance and Accountability Officer
Telephone #	Email address		FAX #
(830) 778-4010	jorge.garza@sfdr-cisd.org		(830) 774-9840

Secondary Contact

First name	M.I.	Last name	Title
Sandra	T.	Hernandez	Administrative Director
Telephone #	Email address		FAX #
(830) 778-4073	sandrat.hernandez@sfdr-cisd.org		(830) 774-9840

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
Carlos	H.	Rios	Superintendent
Telephone #	Email address		FAX #
(830) 778-4007	carlos.rios@sfdr-cisd.org		(830) 774-9840

Signature (blue ink preferred)   Date signed

Only the legally responsible party may sign this application.

701-17-101-052

Schedule #1—General Information

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Portfolio Plan Questionnaire	Applicants must use the template posted on the TEA Grant Opportunities page to self-assess the district's portfolio plan.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances. **Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 233901	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.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #5—Program Executive Summary	
County-district number or vendor ID: 233901	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.

San Felipe Del Rio CISD's Vision

As a product of the San Felipe Del Rio CISD school system, it had long been Dr. Carlos Rios's dream and vision to return home to Del Rio to help guide our district and our students towards excellence in learning. The primary goal of his Superintendency (and greatest need of the District) was to create an instructional support system that would anchor the delivery of relevant and rigorous instruction conducive to the advancement of the individual child. He wanted to ensure that our District and each individual school was prepared to meet the requirements of state and federal accountability. Now four years later, these initial goals have been accomplished through the creation and implementation of the Planning Protocol, Curriculum Dashboard, Bilingual Academies, Power Hour/Power Block and the integration of a strategic staff development plan that has introduced and supported each of these initiatives.

Having set these instructional goals in motion, our District Leadership Team aggressively moved toward redesigning our high school program by also creating small, engaging learning environments conducive to rigorous and relevant instruction. To this end, the District sought to break up a large traditional high school (Grades 9th – 12th) with an enrollment of over 3,000 students into four decentralized, but unified programs. San Felipe Del Rio CISD was able to establish within the past three years: a non-traditional Blended Learning Academy, a state-of-the-art Career and Technical Education Center which offers a series of courses that provides students with rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare them for further education and careers and emerging STEM professions; and a new Early College High School which has a maximum population of 130 hundred students per grade level, allowing for Del Rio High School to have smaller class sizes, frequent opportunities for individual participation, and personalized attention from faculty and staff. Through this process, the District has significantly reduced a very large (almost urbanized) high school into smaller, more engaging learning environments.Our most recent data reflects significant student achievement (student accrual, student achievement, reduced discipline).

An Urgent Need for Change

As the District moves forward and reviews each campus and instructional level, it is comprehensively apparent that the middle school setting is our area of high priority and has shown the least amount of progress. Unfortunately, the mere size of Del Rio Middle School (nearly 1,600 students for two grade levels) almost nullifies any instructional efforts and has created a situation where teachers and administrators constantly struggle to meet state accountability. Furthermore, dealing with discipline issues, managing large student numbers, and responding to chaos (which would otherwise be minor problems in a smaller setting), overwhelms the capacity of teachers and staff; and preparing students for the increased independent and rigorous high school learning is seldom the day's priority. As we move forward in our plans to create a top-rated school district, reducing the large size of Del Rio Middle School and fixing middle school instruction must be our number one priority.

The Proposal: Del Rio Middle School Redesign

San Felipe Del Rio CISD is a growing community with a population of over 10,500 students. Over time, the District built new elementary schools to keep up programmatic needs; however, it did not design a strategic long term plan for middle schools. First constructed in 1931, San Felipe Memorial Middle School was first utilized as a high school and later closed down in the late 1960's due to the consolidation of the San Felipe ISD and Del Rio ISD school districts. Years after consolidation, the campus received extensive renovations and was repurposed to serve as the District's centralized campus for 7th graders; then later as a centralized campus for 6th graders. This campus now serves 800 sixth-grade students as the single feeder campus for Del Rio Middle School.

The old Del Rio Middle School campus which housed 8th grade students, became too small for the growing population; and in 2004, the old campus closed and the District opened a new Del Rio Middle School campus designed for an enrollment of 1,800 students. Seventh and eighth grade students merged into one large melting pot. In its first year, the campus had an enrollment of 1,450 students. Campus enrollment now just shy of 1,600, and class sizes often inflate to

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

nearly 35 students in many classrooms. Although the large school concept may have made sense financially at the time, we've learned over the years that the size of the campus made no sense instructionally.

Upon considerable and extensive review which included multiple town hall discussions with parents and community members, and discussions with the San Felipe Del Rio CISD School Board, the most thoughtful, yet affordable approach to solving both the instructional and the large-sized campus issue at Del Rio Middle School is to create two smaller settings by closing and repurposing San Felipe Memorial Middle School (6th grade campus) into a Middle School STEM Magnet campus for 7th and 8th grade students. The establishment of a middle school magnet campus will draw 600 to 650 students away from Del Rio Middle School and simultaneously establish a marquee program for our District. Most importantly, Del Rio Middle School will reduce its overpopulation and overcrowded classrooms.

However, to repurpose San Felipe Memorial Middle School into a STEM Magnet, we must reintroduce sixth-grade students into the elementary setting. The District will create room for integrating sixth-grade students by first establishing four (4) elementary attendance zones, each with two (2) partnering elementary schools. The first school will serve students in grades K-3rd and the second elementary school will attend to students in grades 4th – 6th.

Zone	K – 3rd Grade	4th – 6th Grade
North	Lonnie Green	Buena Vista
North Central	North Heights	Cardwell
South Central	Garfield	Lamar
South	Calderon	Ruben Chavira

The Plan: Del Rio Middle School Redesign

To accomplish this goal, our community agrees that a bold approach needs to occur to improve instruction at the middle school level. In order to make a change that will positively impact our students, the District will partner and contract with The Institute for Research and Reform in Education (iRRE), as the District's School Redesign Partner (SRP). iRRE has a proven record of redesigning larger school settings into smaller learning communities. In this process, they have helped school districts make required research-based and data-driven instructional changes. iRRE is especially able to build teacher's content knowledge and pedagogical repertoire and their instructional leaders' capacity to ensure successful implementation of the redesign model.

To assist with the development and implementation of the Del Rio Middle School Redesign Project, the SRP will team up with the Project Manager and the Middle School Redesign Coordinator to help build leadership capacity and the development of a strategic staff development plan for campus leaders and teachers which will reinforce the District's goals of implementing an aligned and viable curriculum. The expansion of the District's Curriculum Dashboard to include a project-based STEM curriculum, will also require guidance and assistance of iRRE before teachers and staff transition into their new roles and campuses. Because the Del Rio Middle School Redesign Project is comprehensive process involving several phases, the District will opt to implement a phase-in redesign process.

Del Rio Middle School will begin its transformation by first implementing a change to the entire administrative staff this summer. To initiate this process, the District has assigned the Chief State Compliance and Accountability Officer as the Project Manager who will initiate a comprehensive interview process for new leadership at Del Rio Middle School which will include the hiring of the Middle School Redesign Coordinator.

San Felipe Del Rio CISD is committed to providing Applicant Assurance. The Del Rio Middle School Redesign Team (the Campus Principal, Middle School Redesign Coordinator, Teacher Leaders and the SRP) will have the responsibility and the operational flexibility to proceed with designing and implementing the Middle School Redesign Strategic Plan for restructuring and realigning the Del Rio Middle School campus beginning in the Fall.

Finally, San Felipe Del Rio CISD wants to ensure sustainability of the Del Rio Middle School Redesign Project by providing continued monitoring and development of the new curriculum, professional development and support for teachers; and wants to ensure that we continue creating small learning environments aimed at improving teaching and learning.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 233901		Amendment # (for amendments only):				
Program authority: Every Student Succeeds Act (ESSA), P.L. 114-95, Title I, Part A, Sec 1003, School Improvement						
Grant period: August 28, 2017, to July 31, 2019		Fund code: 211				

Budget Summary

Schedule #	Title	Class/ Object Code	Planning Cost	Implementation Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$246,500	$246,500	$0	$493,000
Schedule #8	Professional and Contracted Services (6200)	6200	$232,245	$203,755	$0	$436,000
Schedule #9	Supplies and Materials (6300)	6300	$25,000	$75,000	$0	$100,000
Schedule #10	Other Operating Costs (6400)	6400	$15,000	$30,000	$0	$45,000
Schedule #11	Capital Outlay (6600)	6600	$0	$426,000	$0	$426,000
	Consolidate Administrative Funds				☐ Yes ☐X No	
Total direct costs:			$518,745	$981,255	$0	$1,500,000
Percentage% indirect costs (see note):			N/A	$	$	$
Grand total of budgeted costs (add all entries in each column):			$518,745	$981,255	$	$1,500,000

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

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 233901 — Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Cost	Implementation Cost	Total Budgeted Cost
Academic/Instructional						
1	Teacher			$	$	$
2	Educational aide			$	$	$
3	Tutor			$	$	$
Program Management and Administration						
4	Project director			$	$	$
5	Project coordinator	1	1	$70,000	$70,000	$140,000
6	Teacher facilitator			$	$	$
7	Teacher supervisor			$	$	$
8	Secretary/administrative assistant			$	$	$
9	Data entry clerk			$	$	$
10	Grant accountant/bookkeeper			$	$	$
11	Evaluator/evaluation specialist			$	$	$
Auxiliary						
12	Counselor			$	$	$
13	Social worker			$	$	$
14	Community liaison/parent coordinator			$	$	$
Education Service Center (to be completed by ESC only when ESC is the applicant)						
15						
16						
17						
18						
19						
20						
Other Employee Positions						
21	Title			$	$	$
22	Title			$	$	$
23	Title			$	$	$
24	Subtotal employee costs:			$	$	$
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112 Substitute pay			$5,000	$5,000	$10,000
26	6119 Professional staff extra-duty pay			$150,000	$150,000	$300,000
27	6121 Support staff extra-duty pay			$	$	$
28	6140 Employee benefits			$21,500	$21,500	$43,000
29	61XX Tuition remission (IHEs only)			$	$	$
30	Subtotal substitute, extra-duty, benefits costs			$176,500	$176,500	$176,500
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$246,500	$246,500	$493,000

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 233901	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Planning Cost	Implementation Cost	Total Budgeted Cost
6269	Rental or lease of buildings, space in buildings, or land	$0	$0	$0
	Specify purpose:			
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0	$0	$0

Professional and Contracted Services

#	Description of Service and Purpose	Planning Cost	Implementation Cost	Total Budgeted Cost
1	Feasibility Study of SFDRCISD school buildings (Architect Services)	$50,000	$0	$50,000
2	School Redesign Partner	$162,245	$137,755	$300,000
3	Demographic Study for Redesign Model – (Demographer Services)	$20,000	$15,000	$35,000
4	Professional Development – STEM Curriculum	$0	$51,000	$51,000
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
b.	Subtotal of professional and contracted services:	$232,245	$203,755	$436,000
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$0	$0	$0
	(Sum of lines a, b, and c) Grand total	$232,245	$203,755	$436,000

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 233901		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:	$25,000	$75,000	$100,000
	Grand total:	**$25,000**	**$75,000**	**$100,000**

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 233901		Amendment number (for amendments only):		
Expense Item Description		**Planning Cost**	**Implementation Cost**	**Total Budgeted Cost**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	$0	$0	$0
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	$0	$0	$0
6413	Stipends for non-employees other than those included in 6419	$0	$0	$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	$0	$0	$0
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	$15,000	$30,000	$45,000
	Subtotal other operating costs requiring specific approval:	$0	$0	$0
	Remaining 6400—Other operating costs that do not require specific approval:	$0	$0	$0
	Grand total:	**$15,000**	**$30,000**	**$45,000**

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.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 233901 — Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Planning Cost	Implementation Cost	Total Budgeted Cost
6669—Library Books and Media (capitalized and controlled by library)						
1		N/A	N/A	$	$	$
66XX—Computing Devices, capitalized						
2	Classroom Laptops (Student Centers)	600	$450	$0	$270,000	$270,000
3	Smartboards	40	$3,000	$0	$120,000	$120,000
4	Classroom Printers (Black/White)	40	$300	$0	$12,000	$12,000
5	Desktop Computers	40	$600	$0	$24,000	$24,000
6				$	$	$
7				$	$	$
8				$	$	$
9				$	$	$
10				$	$	$
11				$	$	$
66XX—Software, capitalized						
12				$	$	$
13				$	$	$
14				$	$	$
15				$	$	$
16				$	$	$
17				$	$	$
18				$	$	$
66XX—Equipment, furniture, or vehicles						
19				$	$	$
20				$	$	$
21				$	$	$
22				$	$	$
23				$	$	$
24				$	$	$
25				$	$	$
26				$	$	$
27				$	$	$
28				$	$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				$0	$0	$
29						
			Grand total:	**$0**	**$426,000**	**$426,000**

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 233901	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	1176	74.90%	There is already a high population of students at Del Rio Middle School – nearly 75% are ED
Limited English proficient (LEP)	250	15.92%	
Disciplinary placements	86	5.48%	The large population of students also provides an unsafe environment and a high number of disciplinary issues at the Del Rio Middle School campus.
Attendance rate	NA	94.7%	
Annual dropout rate (Gr 9-12)	NA	1.9%	These numbers could decrease significantly by creating smaller learning environments.

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

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

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
								789	781					1,570

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 233901	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.

August 2015	San Felipe Del Rio CISD Board of Trustees and the Superintendent review and discuss middle school student performance data and discuss the priority for improving middle school instruction. The Board directs the Superintendent to begin researching methods for improving performance with specific attention given to improving the LEP, Special Education, and Eco. Dis. student subgroups.
January 2016	After considering varions options, the District selects ESC 13 and TCDSS to assist with the development of the District's Strategic Development Plan.
May - July, 2016	San Felipe Del Rio CISD teams up with ESC 13 and TCDSS to assist with developing a Strategic Plan for Foundation and Marquee Programs. The Steering Committee comprised of 30 members (parents, community members, teachers and campus administrators) and the Action Planning team gathered for a total of 6 meetings to review a list of focus areas and formulate strategies for improving the academic achievement of students identified as LEP, being serviced by Special Education and/or classified as Economically Disadvantaged subgroups. Although many goals an strategies were developed, the discussions often gravitated to the size of Del Rio Middle School being an obstacle to program implementation.
Sept.-Dec. 2016	San Felipe Del Rio CISD convened a Citizen's Committee for Facilities and Operations. The Committee, comprised of members of the community recommended by the Board and campus administrators met during a series of meetings to review, assess and develop a short-term and long term facility plan that would take into account the District's programmatic needs. Among these discussions, the Committee strongly recommended that the Board consider redesigning and reducing the size of Del Rio Middle School. The Committee further recommended that the District consider the idea of repurposing of existing buildings.
Jan. – April 2017	During this timeframe, the Superintendent and the District Leadership Team met with students, teachers, parents and community over proposed facility and programmatic improvements. Consistently, participants at these meetings favored the idea of restructuring and redesigning the middle school concept, particularly the idea of reintroducing 6th grade within the elementary schools, and restructuring Del Rio Middle School by creating a second campus, STEM Magnet School, to reduce the massive enrollment and class sizes at this campus.
June 8, 2017	Dr. Rios presents a short-range Facilities and Operations plan to the San Felipe Board of Trustees which includes a recommendation to move forward with planning for redesigning Del Rio Middle School.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 233901	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 Manager	The Chief Compliance and Accountability Officer will provide the oversight of the Del Rio Middle School Redesign Project. This person has an extensive knowledge and experience in state and federal accountability. This position will not be funded through the grant.
2.	Middle School Redesign Coordinator	The Middle School Redesign Coordinator will coordinate with the SRP, Project Manager and CIO to organize and execute the Middle School Redesign Strategic Plan. This person has extensive knowledge and experience in school reform, organizational management and oversight. This position will be funded through the grant.
3.	External Consultants	External consultants, including The Institute for Research and Reform in Education (iRRE) will support the implementation of the Del Rio Middle School Redesign Project through all of the following Turnaround Principles: Leadership, Instruction, Redesign, Data & Accountability.
4.	Chief Instructional Officer	The Chief Instructional Officer will provide oversight of the instructional reform process for the Del Rio Middle School Redesign Project. This person has extensive knowledge and experience in curriculum reform and in school improvement. This position will not be funded through the grant.
5.	Chief Operations Officer	The Chief Operations Officer will provide oversight of the building and operations redesign of the Del Rio Middle School Redesign Project. This person has extensive knowledge and experience in school improvement, facility planning and facility redesign.

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.	Cost Analysis	1.	Initiate a feasibility study for restoring and repurposing District buildings	9/01/2017	1/15/2018
		2.	Initiate procurement process	2/1/18	4/15/18
		3.	Building repurposing process	6/1/18	8/1/19
2.	School Closure Process – San Felipe Memorial Middle School	1.	Initiate District engagement with design partner	9/1/2017	8/01/2019
		2.	Begin transition plan for reintegration of 6th grade to elementary schools (staffing, etc.)	3/1/2019	8/1/19
		3.	Initiate transition to elementary campuses	3/1/19	8/1/19
		4.	Track academic achievement	9/1/2019	6/15/20
3.	School Redesign Process –Del Rio Middle School (Phase I)	1.	Initiate District communication/community engagement of school redesign plan	2/1/2018	8/01/2019
		2.	Initiate campus leadership interviews, redesign planning process	12/1/17	2/1/2018
		3.	Initiate leadership training, redesign planning process	2/1/18	5/1/2019
		4.	Initiate teacher/staff interview process for Del Rio Middle School and Middle School STEM campuses	1/15/18	7/1/18
		5.	Begin transition plan for students/parents	3/1/2019	8/1/19
4.	School Redesign Process –Del Rio Middle School (Phase 2)	1.	Initiate professional development for building teacher capacity	6/1/18	7/30/19
		2.	Begin instructional reform of middle school curriculum to create alignment and STEM integration	9/15/2017	7/30/19
		3.	Track academic achievement	9/1/2019	6/15/20

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

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: 233901	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.

San Felipe Del Rio CISD is committed to coordinating efforts to maximize grant funding. Most of the project personnel are already in place and will not be funded through this grant. However, the District realizes that there is a need to hire a Middle School Redesign Coordinator to coordinate and assist the SRP, the Project Manager, and the Chief Instructional Officer with the implementation of the Middle School Redesign Strategic Plan, and any existing and ongoing professional development.

In order to ensure commitment to the project's success, San Felipe Del Rio CISD will require planning of meetings and monitoring status updates to the project timelines and milestones. The Project Manager and the Middle School Redesign Coordinator will be responsible for these meetings.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #15—Project Evaluation	

County-district number or vendor ID: 233901	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.	Review of Campus-Classroom Student Enrollment Reports	1.	Demonstrates a significant reduction of student enrollment at the Del Rio Middle School campus.
		2.	Demonstrates a reduction in class sizes/learning environments
2.	Review of Student Assessment Reports	1.	Demonstrates improved student achievement and growth within Special Ed. and ELL subgroups in all tested subjects on District and State administered assessments.
		2.	Demonstrates improvement in closing the performance gaps and AMO's
3.	Review of Curriculum Reform and Implementation	1.	Demonstrates the integration of an aligned 6th-8th grade STEM curriculum at Del Rio Middle School and at the new Middle School STEM Magnet campuses.
		2.	Demonstrates the implementation of targeted and focused PD for teachers and administrators in the design and delivery of the new curriculum,
		3.	Demonstrates the implementation of the "Power Block" model for providing additional targeted instruction and support to students at all learning levels, particularly those most at risk.
		4.	Demonstrates the implementation of the 90 minute block schedule for increasing class learning time and creating smaller group learning environments.
4.	Review of the Implementation of Turnaround Principles	1.	Demonstrates a stronger, more effective leadership.
		2.	Demonstrates an improved change in staff effectiveness.
		3.	Demonstrates the use of data to inform instruction.
		4.	Demonstrates an improved change in the Del Rio Middle School environment.

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.

The district will utilize DMAC to collect data and generate reports that will track the progress our students are making and inform instruction. The Project Manager will assume the responsibility of reviewing these results with both campus principals and their leadership teams every 6 weeks. During each meeting, groups will complete a report indicating the areas of accomplishment, target areas for improvement and the strategies the campus team will implement to correct problems and issues. Following a TAIS process, an intervention plan will be developed for immediate implementation and for strategic monitoring. Our plan of action includes monitoring all sub-groups for achievement and attendance, With various systems in place, such as; the district Planning Protocol Curriculum Dashboard, the content area Planning Protocol designated daily planning time, the utilization of DMAC for historical and current data, the collaboration with our Special Education Director, Bilingual Department, the Curriculum and Instruction staff, and scheduled meeting times with our leadership teams, the Project Manager and Chief Instructional Officer can ensure that all problems are identified and that the plan of action for improvement is continually examined and altered as needed to acquire the student success that is targeted. Our current school design has 1575 students attending Del Rio Middle School as 7th and 8th grade cohorts. The vision to restructure and redesign the educational setting will allow 600-700 students to attend a STEM Magnet middle school, and therefore, enable the district to implement an improvement plan that focuses on student learning and building teacher capacity, while ensuring the teacher-to-student ratios, and more rigorous STEM curriculum. The addition of a 90 minute block schedule will allow teachers the time needed to instruct, guide, and check for understanding, while maximizing collaboration and higher order thinking skills.

| For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Statutory Requirement 1a: Depending on if the campus is identified as a priority or a focus school, describe how the applicant will develop a school improvement plan (for priority schools) or support the focus school with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In pursuit of school improvement and exit from priority status, a Campus and Community Needs Assessment will be developed. This process will be led by the Project Manager and the Project Assistant. Based on the Critical Success Factors, the CNA will include input from a combination of resources: The District Strategic Plan, Community Assessment for the Strategic Plan, and Parent/Community Forums (Parent Survey), Student Forums (Surveys) and Campus Data Analysis. Based on the needs assessment, Del Rio Middle School will develop its School Improvement Plan.
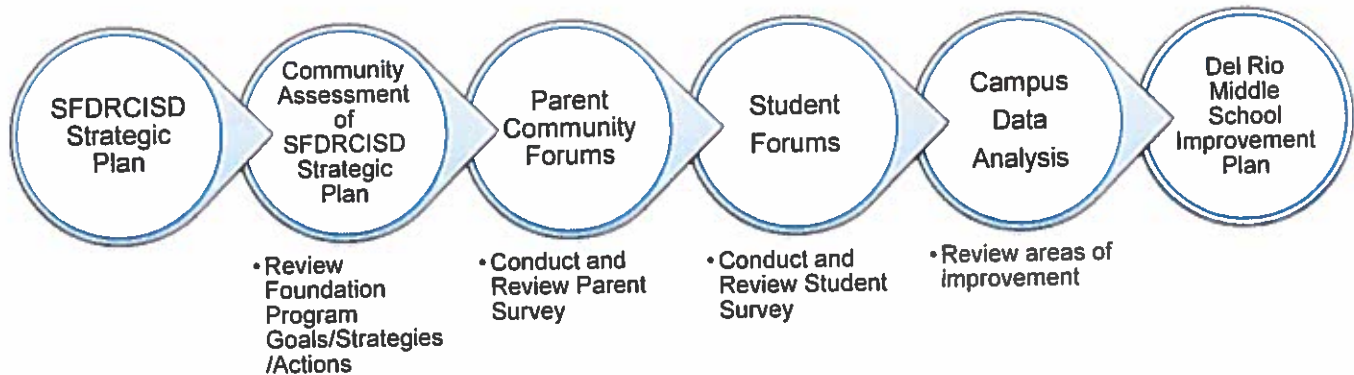
The redesign of Del Rio Middle School into two campuses, (the addition of the new STEM Magnet Campus) will allow the district initiatives to be monitored closely and ensure that all goals are being met. In discussions with various stakeholders and the School Board, the continued concern regarding the size of Del Rio Middle School arises. The vision is to reduce the large student enrollment, affording teachers and students the ability to maximize instruction and student learning. Specific goals, strategies, actions identified in the school improvement plan, the implementation of the critical success factors will be much easier to accomplish. Furthermore, the district will be able to maintain a clear focus of the support systems that will be in place at both campuses. The implementation of the critical success factors along with the strategies in the school improvement plan will allow the campus staff to maximize their efforts on teaching and learning and develop the best practices when working with the various sub populations of students. When the one campus breaks up into two school settings, the student to teacher ratio will decrease, thus allowing the campus to capitalize on the RTI process, the Power Hour/Power Block intervention and acceleration progression, and the collaborative planning efforts that will take place during the planning protocol time each day. Various focus groups; including community, parents, and students, continue to express concerns with regards to the crowdedness of the campus, which has had an adverse effect on the culture and school climate. These concerns would be alleviated with the creation of the new STEM campus because the student enrollment would be shared amongst the two schools. As the Center for Public Education writes in a research review on class size and student achievement, "Minority and low-income students show even greater gains when placed in small classes." Furthermore, small classes have been found to have positive impacts not only on test scores during the duration of the class-size reduction experiment, but also on life outcomes in the years after the experiment ended. Students who were originally assigned to small classes did better than their school-mates who were assigned to regular-sized classes across a variety of outcomes, including juvenile criminal behavior, teen pregnancy, high school graduation, college enrollment and completion, quality of college attended, savings behavior, marriage rates, residential location and homeownership. In conclusion the new settings would encourage increased parent participation and collaboration, along with a stronger community partnerships that would enable the campuses to experience the successes that are found at smaller unified schools.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 233901	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 points

The execution of this grant will follow strict processes and procedures. The Project Manager will ensure that all expenditures are aligned to the Board approved School Improvement Plan and to EDGAR requirements before approving requests for expenditures. The district will assign a unique account code, specific to the Del Rio Middle School Redesign Grant, to monitor the spending activities of this grant which will include authorization pathways for all expenditures, and balance reports describing monthly balances and expenditures. The Chief Instructional Officer, with extensive background experience in federal guidelines and successful implementation of previous grants, will assist the Project Manager to ensure that all expenditures are monitored effectively and accurately. In addition, the financial reports will be reviewed with the campus principal at least twice a month to monitor the progress and implementation of the School Improvement Plan and monthly balances will be reviewed with the leadership team each month for diligent execution of the plan.

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.

San Felipe Del Rio CISD implements a structured procurement process to recruit, screen, select and evaluate business partners. The District will carefully review the qualifications, scope of work, experience, and the "best fit" for the District's needs and assignment each potential partner may have before they are considered and offered a contract. The district financial department has received top ratings during yearly audits because of the processes and systems that are in place ensuring accuracy with all guidelines, and transparency in all expenditures to include services and contracts.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 233901	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.

San Felipe Del Rio will engage in the necessary effort to effectively deliver a comprehensive school improvement plan and will utilize Federal, State and Local resources to support instruction of students by:

- Improving curricula
- Implementing systems to identify at-risk students including students with disabilities and other at-risk learners
- Support for teachers to meet the needs of English language learners
- Implementing college and career readiness initiatives that link academic and technical skills
- Improving parent and community engagement
- Implementing systems that improve school climate
- Recruiting and selecting high-capacity leadership teams with a track record of increasing student achievement
- Recruiting and selecting high-capacity teachers

The district will utilize district personnel when applicable to assist the campus in carrying out the identified and outlined strategies. The Project Manager will keep the Superintendent's Leadership (Cabinet) team abreast of all progress and needed assistance monthly to ensure that all department personnel are utilized to the maximum capacity in their support of the success of the grant implementation. The Project Manager will work with the Chief for Federal and State Programs, and the Chief Financial Officer, to ensure that all resources are allocated effectively and within all allowable guidelines so that the campus is afforded the support required to carry out the activities that are stipulated.

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.

San Felipe Del Rio CISD will support the following modifications and practices that will enable the effective implementation of the Del Rio Middle School Redesign Project:

- Customize course offerings to support STEM pathways and course credits
- Customize class sizes to accommodate for smaller learning environments
- Customize allocated instructional time to increase instructional time for learning
- Customize curriculum to support differentiated instruction and STEM integration
- Personnel reform

The district will support the operational flexibility that is required for the success of all campus activities by meeting with the campus leadership team monthly to review the progress and success rate of the activities that are stipulated in the grant. If a modification is needed, the plan of action includes a process for collaboration to make changes, and the expected outcome from the change. The monitoring of the data is key in this process to ensure that progression towards the goal is steadily being reached. The commitment from the district is at the forefront of this endeavor and the campus can rely on the support of all cabinet level staff, along with the directors and the departments they lead.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 233901	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 Del Rio Middle School Redesign Project incorporates seven key turnaround principles:

1. **Strong Leadership.** With a student enrollment reaching 1,600 students, Del Rio Middle School was led by one principal and three assistant principals. To ensure stronger and effective leadership, the District will replace all administrators and restructure the leadership team to include a Dean of Instruction.

2. **High Quality Teachers.** Improving student performance begins with great quality teaching. Del Rio Middle School will review the quality of all staff and retain those who are determined to support the reform effort. The Del Rio Middle School Redesign Project incorporates ongoing professional development to build teacher capacity for instructing high risk students particularly students with special needs and students with limited English proficiency while developing skills to support students interests in STEM pathways.

3. **Redesigning Teaching and Learning.** Del Rio Middle School incorporated traditional teaching and learning practices. Through the Del Rio Middle School Redesign Project, the District will create smaller learning communities by significantly reducing its student population and providing students with the opportunity and ability to embark on a STEM college and career pathway at the Middle School STEM campus. Typical and traditional classroom instruction will change to a 90 minute block in order to increase additional time for small group and blended learning, and Power Block time will be incorporated to allow dedicated time to students with specific and prioritized needs.

4. **Rigorous and Relevant Curriculum.** In order for teaching and learning to occur, the curriculum must be both rigorous and relevant. Under the supervision of the Dean of Instruction, Del Rio Middle School and Middle School STEM Magnet teachers will have a dedicated time during Planning Protocol to review, develop and plan for an aligned middle school curriculum which incorporates differentiated and high-impact lessons.

5. **Data.** A true measure of determining whether these evidenced-based strategies are effective is to consistently monitor the data. The external consultant will lead the Del Rio Middle School Redesign Project team to review data and areas which need reform and support.

6. **School Environment.** The basis of the Del Rio Middle School Redesign Project was the chaotic environment students and parents at Del Rio Middle School have been facing over the past decade. The District seeks to break up the overpopulated campus by creating small, engaging learning environments conducive to rigorous and relevant instruction.

7. **Family Engagement.** The importance of the Del Rio Middle School Redesign Project is that San Felipe Del Rio CISD provide quality teaching and learning in the best suitable environment for our students and for our community. Parents and community members will be involved in the planning and discussion of the School Improvement Plans and transition plans throughout the implementation of this project.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 233901	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.

San Felipe Del Rio CISD's primary vision for improving teaching and learning in low performing schools is to:

1. **Focus on Student Learning** – Our philosophy is to help schools implement and sustain a coherent improvement strategy by focusing on the need to improve curriculum and classroom instruction and aligning all other school operations with that focus. To support these improvements, the District implements the following strategies:

   a. **Gain Control of the Learning Environment** – SFDRCISD is concerned with creating safe learning environments district-wide. Safe environments are an essential prerequisite to learning; a school cannot implement instructional innovation if it does not first establish order. In the case of Del Rio Middle School, reducing the size of the campus will significantly improve the learning environment since research indicates the following:

      i. Glass and Smith's seminal 1979 meta-analysis on the relationship between class size and achievement, for example, found that differences in achievement only become visible when class size is reduced below 20 students.
      ii. The Center for Public Education (CPE), for example, notes that class sizes "of no more than 18 students are required to produce the greatest benefits," whereas Education Northwest, a regional center for training and technical assistance funded by the U.S. Department of Education, suggests that "in order to see the benefit, class sizes must fall to 15 students or fewer."
      iii. The Center for Public Education further writes in a research review on class size and student achievement, "Minority and low-income students show even greater gains when placed in small classes in the primary grades."

   b. **Improving Curriculum and Classroom Instruction** - The bottom line for all SFDRCISD schools--and the most important area of reform for low-performing schools--is to provide a rigorous and relevant curricula and instruction that will help our students reach challenging academic standards. Over the past 4 years, SFDRCISD has begun implementing a district-wide system that continuously prepares teachers to carry out quality instruction called Planning Protocol and have made planning documents available to all educators through a curriculum repository (Dashboard). The Planning Protocol model is a solidified and systematic plan for teachers to collaborate and develop authentic, engaging, aligned and rigouts lesson plans. The Dashboard allows teachers, administrators, and parents to gain instant access to the high-quality curriculum documents including exemplar lesson plans.

   c. This year the District also enhanced the Response to Intervention (RTI) through Power Hour/Power Block model to challenge and extend learning time for students who do not meet challenging standards and provide enrichment to the students who benefit from it.

2. **Build School Capacity – Systemic Support for Change** - In *every* case, transformation of low-performing schools require building leadership, trust, teacher buy-in, teacher instructional capacity and a sense of common mission. Therefore, part of the process of turning around low-performing schools involves making changes at the district level that encourage and reward successful schools and mobilize resources to assist troubled ones. To support change, SFDRCISD has implemented the following strategies:

   a. Recruit qualified teachers who are enthusiastic for change.
   b. Provide high-impact professional development.
   c. Provide certification and leadership opportunities
   d. Create smaller instructional environments

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 233901	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 District's vision for improving teaching and learning in low performing schools is first and foremost to improve instruction, curriculum and teacher capacity. However, in the case of Del Rio Middle School, in order to produce better academic results and improve the instructional environment is to completely redesign Del Rio's middle school concept. As described previously in the Program Summary and in Part 2 of Schedule 14, the District conducted an analysis and discovered that while student achievement was on the rise in other instructional levels, the Achilles' heel of the District is middle school instruction.

San Felipe Del Rio CISD intends to redesign middle school instruction by first, reintroducing sixth-grade students into the elementary setting. These students will be assigned to a higher-rated elementary campuses within their attendance zone. Students have historically transitioned from fifth grade to attend the single 6th grade campus at San Felipe Memorial Middle School. To further explain, 5th grade students transition from a learning environment of about 100 students to a middle school environment with a population of roughly 750 students.

The District will create room for integrating sixth-grade students by first establishing four (4) elementary attendance zones, each with two (2) partnering elementary schools. The first school will serve students in grades K-3rd and the second elementary school will attend to students in grades 4th – 6th beginning the 2018-19 school year. To ease the transition, students will remain their new attendance boundaries as shown below.

Zone	K – 3rd Grade	4th – 6th Grade
North	Lonnie Green	Buena Vista
North Central	North Heights	Cardwell
South Central	Garfield	Lamar
South	Calderon	Ruben Chavira

This change will lead to the second (and most important) part of the redesign – to restructure the Del Rio Middle School instructional environment. With the reintroduction of 6th grade into elementary, San Felipe Del Rio CISD would close San Felipe Memorial School and reopen the campus into a Middle School STEM Magnet campus for 7th and 8th grade students drawing 600 students away from Del Rio Middle School. Del Rio Middle School will restructure with a smaller, more manageable student enrollment of about 900-1,000 students.

Therefore, by implementing the Del Rio Middle School Redesign Project, we are creating smaller schools transforming Del Rio Middle School where students, particularly minority and low-income students, will have a better chance to be known and respected as individuals by adults in the school building.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 233901	Amendment # (for amendments only):

TEA Program Requirement 3a: Select the designated school redesign model to be implemented. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Restart

☒ Turnaround

☐ Closure/Consolidation

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

For the purpose of this grant, San Felipe Del Rio CISD has selected to implement a turnaround design model for Del Rio Middle School. After considerable review, District leaders and school board members have concluded that leadership, instructors, and instruction need reform. Most importantly, the District believes that the enrollment size of Del Rio Middle School is the one significant factor which prevents any improvement efforts to succeed. In order to address this, the District seeks to look beyond this campus and at the overall scheme of how middle school students across the District are being instructed and how they are learning.

Students who transition from elementary campuses in Del Rio transition in the 5th grade into a stand-alone 6th grade campus. This campus, San Felipe Memorial Middle School, is the single feeder campus that transitions on the average between 780-790 students to Del Rio Middle School every year. Del Rio Middle School, which serves 7th and 8th grade student only, has a remarkable enrollment of nearly 1,600 students. Looking at this from an instructional perspective, students transition twice during their middle school years before moving on to high school.

Implementing a Restart Model might help the campus to a certain extent, but restarting a campus with a CMO/EMO would not solve the overcrowding issue. Since Del Rio Middle School is the only 7th and 8th grade campus in the District, closing the campus would not solve the issue either. There would be no other middle school campus to send the students to; *but,* the District could close and consolidate the 6th grade feeder campus and reintegrate 6th grade students into higher performing elementary campuses, leaving this campus vacant. By vacating San Felipe Memorial Middle School, the population at Del Rio Middle School could to reduce more than a third of the enrollment and reopen a second 7th and 8th grade campus with a concentration on STEM. This makes sense; and reducing the size of Del Rio Middle School into two separate, and smaller school environments makes even perfect instructional sense.

The Turnaround Model further supports the need to change leadership at Del Rio Middle School. The District is taking a bold approach not only by replacing the principal, but by replacing the entire leadership team with leaders who have demonstrated experience and have been successful in implementing reform models. This strategic plan also provides the campus with the flexibility to implement key instructional reform which will impact both Del Rio Middle School and the new Del Rio STEM Magnet School campus.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 233901	Amendment # (for amendments only):

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

☒ Phase-in Redesign

☐ Whole-School Redesign

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

San Felipe Del Rio CISD has taken the idea of school redesign to a much greater level. As discussed in Schedule 17 3b, the District looked beyond Del Rio Middle School to examine and determine that the systemic issues that were impacting this campus, is middle school instruction from $6^{th} – 8^{th}$ grade altogether. In order to effectively implement this change, strategies and activities would have to be carefully planned and implemented. This will require a phase-in implementation plan.

Throughout this application, we have described how implementing the school redesign plan at Del Rio Middle School would involve redesigning the entire $6^{th} =-8^{th}$ grade middle school structure. In order to implement a redesign at Del Rio Middle School, there first needs to be a reintegration of 6th grade students into an elementary setting. Before this can happen, the District would have to initiate a feasibility study to assess the District's elementary and middle school facilities. This structural and demographic study would allow for the Chief Operations Officer and the Del Rio Middle School Redesign Team to strategically plan for facility improvements in time for physical transitions to happen.

As described in Schedule 14 Part 2, implementation of the Del Rio Middle School Redesign Project is broken down into four key phases: Bricks and Mortar, Del Rio Middle School Redesign Process-Part 1, San Felipe Memorial Middle School Closure Process, and the Del Rio Middle School Redesign Process-Part 2. Each of these phases will provide a step-by-step process of initiation, implementation and transition.

Brick and Mortar
Begins Fall-Winter 2017

Del Rio Middle School Redesign Process - Part 1
Begins Fall 2017

San Felipe Memorial Middle School School Closure Process
Begins Fall 2018

Del Rio Middle School School Redesign Process: Part 2
Begins Spring 2018
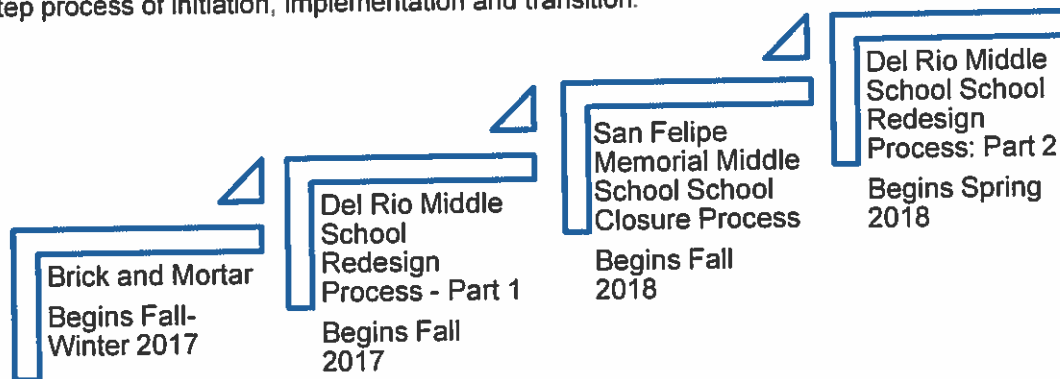
While the Brick and Mortar process is part of the entire Del Rio Middle School Redesign, the activities have been separated to distinguish this process from the transformational piece in Del Rio Middle School Redesign Process-Part 1. The next two phases involve monitoring the implementation of a reformed curriculum $6^{th} -8^{th}$ grade, final transition for school closure at the 6th grade campus and the physical integration into the elementary campuses; as well as the final transition phase for 7th and 8th grade students into two separate middle school campuses. It is expected that the entire transition process will take more than two years to complete, but the significant portion of time will be dedicated to planning in the first year and implementation during the first and second year of the grant.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

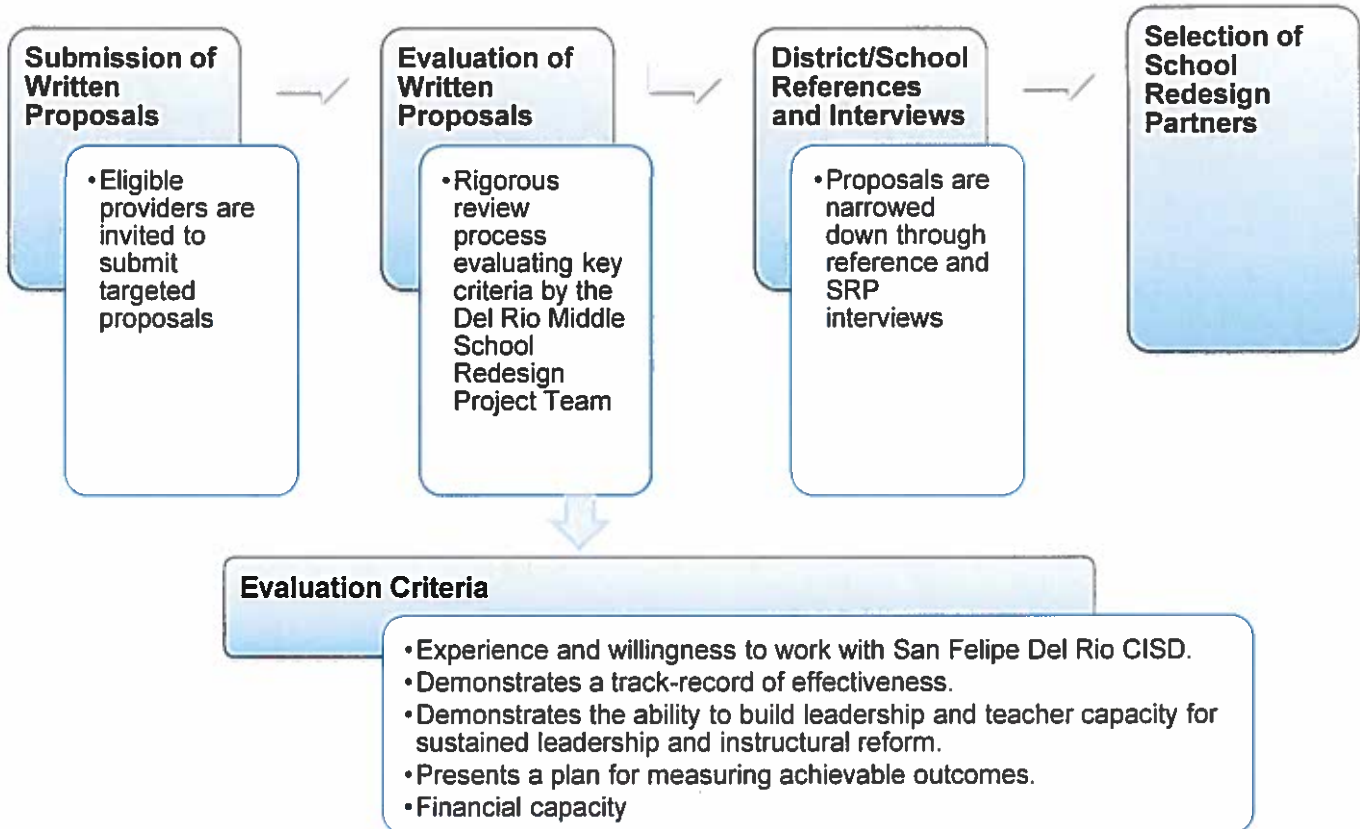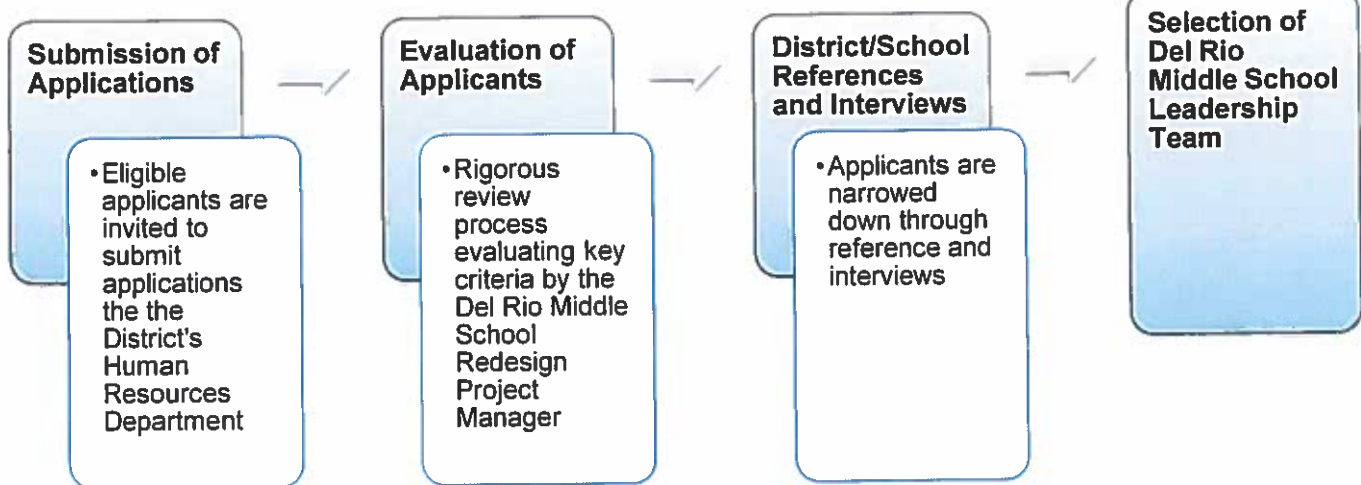| Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 233901	Amendment # (for amendments only):

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.

Due to the implementation of the Turnaround Model supported by a redesign partner, San Felipe Del Rio CISD selects the Applicant Assurance to allow the SRP, Middle School Redesign Coordinator and the Del Rio Middle School Principal to design the Middle School Redesign Strategic Plan.

The Middle School Redesign Strategic Plan will include the following processes:

1. A description of the processes and plans for closing San Felipe Memorial Middle School and a transition plan for reintegrating 6th grade students into higher performing elementary schools.

2. A description of the processes and plans for redesigning Del Rio Middle School into two smaller learning communities which will lead to the eventual opening of a second middle school campus, Del Rio Middle STEM Magnet School. This will include a description of the school day, minutes for instruction, class size and any instructional innovation to improve student learning.

3. A description of the processes and plans for redesigning instruction and instructional practices, which will include curriculum design, development and integration of a STEM aligned curriculum, staff training, implementation support and monitoring.

4. A description of the processes and plans for developing teacher capacity at the Del Rio Middle School campus including training specific to the implementation of research-based teaching practices for improving student outcomes, mentoring and support.

5. A description of the processes and plans for developing leadership capacity at the Del Rio Middle School campus; including leadership training, support and mentoring.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 233901	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.

San Felipe Del Rio CISD is requesting to secure grant funds for planning and implementation of the Del Rio Middle School Redesign Project. In Schedule # 6, the planning costs and implementation costs are broken down based on the various phases of the Del Rio Middle School Redesign Project and the timeline for its implementation.

The Del Rio Middle School Project will begin with the need to hire a Middle School Redesign Project Coordinator and a School Redesign Partner to develop the Middle School Redesign Strategic Plan for implementation. Another significant expense for planning requires the hiring of a demographer and an architect to complete a school facility feasibility study. The results of this study will be crucial to the development of the Middle School Redesign Strategic Plan. These activities will require a significant amount of time and planning prior to its implementation.

The implementation phase of the Del Rio Middle School Redesign Project includes the implementation of the activities outlined in the processes of the Middle School Strategic Plan as described in Schedule #17b.

Therefore, because the Del Rio Middle School Redesign Project involves multiple activities which require their planning and implementation in phases, and because these extensive activities are crucial to middle school reform in the District and extraordinary of existing funding, grant funds are being requested for planning and implementation.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 233901	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.

San Felipe Del Rio CISD intends to contract with a school redesign partner (SRP) to support the development and implementation of the Del Rio Middle School Redesign Project. The District will carefully review the qualifications, scope of work, experience, and the "best fit" for the District's needs and assignment each potential partner may have before they are considered and offered a contract.

Submission of Written Proposals
- Eligible providers are invited to submit targeted proposals

Evaluation of Written Proposals
- Rigorous review process evaluating key criteria by the Del Rio Middle School Redesign Project Team

District/School References and Interviews
- Proposals are narrowed down through reference and SRP interviews

Selection of School Redesign Partners

Evaluation Criteria
- Experience and willingness to work with San Felipe Del Rio CISD.
- Demonstrates a track-record of effectiveness.
- Demonstrates the ability to build leadership and teacher capacity for sustained leadership and instructural reform.
- Presents a plan for measuring achievable outcomes.
- Financial capacity

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 233901	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.

San Felipe Del Rio CISD intends to recruit and select high-capacity leadership teams based on selective criteria which will include the submission of applications, evaluation of the written applications using a rigorous criteria aligned with the project, interviews and final review selection based on the needs of the District and Del Rio Middle School Redesign Project.

Submission of Applications
- Eligible applicants are invited to submit applications the the District's Human Resources Department

Evaluation of Applicants
- Rigorous review process evaluating key criteria by the Del Rio Middle School Redesign Project Manager

District/School References and Interviews
- Applicants are narrowed down through reference and interviews

Selection of Del Rio Middle School Leadership Team

Evaluation Criteria
- Experience in school reform and implementing reform strategies.
- Demonstrates a record of effective leadership.
- Demonstrates the ability to lead teachers towards academic improvement and instructional reform.
- Presents a plan for measuring achievable outcomes.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 233901	Amendment number (for amendments only):		

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

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

County-District Number or Vendor ID: 233901	Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☒
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☒
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☒
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☒
B18	Coordinate with community centers/programs	☐	☐	☒
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☒
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☒	☒	☒
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

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

County-District Number or Vendor ID: 233901	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 233901		Amendment number (for amendments only):		

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

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

County-District Number or Vendor ID: 233901	Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☒
M02	Conduct home visits by staff	☐	☒	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

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

County-District Number or Vendor ID: 233901	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	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☒	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☒
M07	Provide a parent/family center	☐	☐	☒
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☒
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☒
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☒

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

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

County-District Number or Vendor ID: 233901	Amendment number (for amendments only):

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

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☐	☐	☒
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person: