

**Texas Education Agency
Standard Application System (SAS)**

2017–2019 School Redesign Grant, Pilot Cycle		
Program authority:	Every Student Succeeds Act (ESSA), Public Law (P.L.) 114-95, Title I, Part A, Sec 1003, School Improvement	FOR TEA USE ONLY <small>Write NOGA ID here</small> <div style="border: 1px solid black; padding: 2px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY JUL 13 2017 1:15 PM </div>
Grant Period:	August 28, 2017, to July 31, 2019	
Application deadline:	5:00 p.m. Central Time, July 13, 2017	
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
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 #
Charlotte ISD	007901	Charlotte High School 007901001	
Vendor ID #	ESC Region #	DUNS #	
007901	20		
Mailing address		City	State ZIP Code
102 E. Hines Ave.		Charlotte	TX 78011-0489-

Primary Contact

First name	M.I.	Last name	Title
Mario		Sotelo	Superintendent
Telephone #	Email address		FAX #
830-277-1431	msotelo@charlotteisd.org		830-277-1551

Secondary Contact

First name	M.I.	Last name	Title
Lura		Davidson	Professional Service Provider
Telephone #	Email address		FAX #
210-326-1390	davidsonlura@hotmail.com		830-277-1551

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
Mario		Sotelo	Superintendent
Telephone #	Email address		FAX #
830-277-1431	msotelo@charlotteisd.org		830-277-1551

Signature (blue ink preferred)

Date signed



July 12, 2017

Only the legally responsible party may sign this application.

701-17-101-053

Schedule #1—General Information

County-district number or vendor ID: 007901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 007901

Amendment # (for amendments only):

Part 1: Required Attachments

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

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Portfolio Plan Questionnaire	Applicants must use the template posted on the TEA Grant Opportunities page to self-assess the district's portfolio plan.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 007901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	Grant funds awarded will supplement (increase the level of service), and not supplant (replace) State and local funds. The applicant provides assurance that each school served with these grant funds will receive all of the State and local funds it would have received in the absence of this award. The applicant's methodology used to allocate State and local funds to each school will demonstrate compliance with this assurance.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the campus it proposes to serve will receive all the State and local funds it would have received in the absence of funds received under this grant.
4.	The applicant provides assurance that it will engage in the necessary effort to align and complement existing school improvement strategies, goals, and interventions in their final approved grant, in order to effectively deliver a single and comprehensive school improvement plan.
5.	The applicant provides assurance that it will, in alignment with its selected school redesign model, implement one or more evidence-based strategies.
6.	The applicant provides assurance that it will provide access for onsite visits to the LEA and campus by TEA and its contractors.
7.	The applicant provides assurance to participate in a formative assessment of the LEA's capacity and commitment to carry out the selected school improvement intervention model at periods during implementation.
8.	The applicant provides assurance to participate in and make use of technical assistance and coaching support provided by TEA Division of System Support and Innovation and/or its subcontractors.
9.	The applicant provides assurance to attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
10.	The applicant provides assurance that the necessary operational flexibility (such as staffing, calendars/time, and budgeting) will be provided to campus leadership and the school redesign partner to fully develop and implement a school redesign. For those selecting the District of Innovation operational flexibility plan, this includes an assurance that exemptions received through the DOI innovation plan will be extended to the campus developing and implementing a school redesign plan.
11.	The applicant provides assurance that they will identify and contract with a redesign partner on or before December 1, 2017.

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their goals. Closure and limited feedback are also missing within a classroom of routines, resulting in minimal learning retained. These barriers place a burden on the student who must confront and compete against peers from larger and more accessible communities. Developing fear and doubt, among students that they could not "make it" in a larger arena. There is no room for this type of doubting. It destroys progress and achievement. CISD believes this culture and climate can be eliminated through the School Redesign Grant. Charlotte HS (CHS), a 2016-17 Focus campus, using a phase-in Redesign approach, will implement a bold, School Redesign Turnaround Model. CHS was recently identified as an Early College High School Designation. Comprehensive changes in the instruction model and staff development will support a teaching and learning where student's have choice in their schooling, as they embrace the rigor of the Career and College Readiness expectations.

CHS Redesign concept is to convey entryways for individual educational choices for all students that are of student value and relevance. The school prepares students to face challenges of living and working in the modern world that is increasingly challenging and changing through social media and the speed of new technology tools and resources. Today's modern world is without a doubt, a barrier for small, rural schools, but it still remains and increasingly influenced by scientific and technological developments. CISD makes the commitment to serve Charlotte students, families, and community to impart quality and value based education for all. CHS will seek excellence, in the field of learning, to provide current Social-Emotional resources for students that emphasize basic human values. Through quality education, CHS will improve self-confidence, develop individual personality, and celebrate milestone initiatives as they occur. Furthermore, CHS School Redesign will guide and support educational choices by students according to these learned values and relevance for them to their life.

The school follows the curriculum prescribed by the Texas Essential Knowledge and Skills (TEKS), and the Texas Accountability System to monitor each student throughout the academic year by formative and summative assessments in their academic as well as co-curricular performances. Formative and summative data, qualitative and quantitative, are the base of data-driven decisions. Leadership, classroom teachers, and students will monitor academic growth and increased levels of student achievement. Full engagement of all stakeholders ensures total progress of all students throughout the school year. As per the ESEA Flexibility Waiver, Focus Schools are required to

- identify the gaps between reading/math performance of the federal student groups (7) and safeguard targets of 75%, specific to their campus.
- demonstrate understanding of ESEA turnaround principles and critical success factors.
- identify, implement, and include in the 2013-14 campus improvement plan, no less than one instructional intervention specifically targeted to address closing existing achievement gaps.
- include reasons for identification and targeted instructional interventions in the school's 2017-18 campus improvement plan that will be continued through the school year 2018-19.
- show significant change in the instructional behavior of teachers, resulting in improved learning outcomes of students.

CHS will use guidelines in the District of Innovation plan. CISD Board of Trustees We use a variety of assessments to always keep our finger on the pulse of student learning – a combination of daily, weekly, monthly, biannual, and annual tools:

All, qualitative and quantitative, summative tests required for traditional public schools in the state of Texas (including SAT-9; PSAT, SAT, High School Exit Exam)

Other nationally recognized norm-referenced and/or developmentally based tests (e.g. Durrell Oral Reading; Readiness Test, Advanced Placement tests)

Specialized assessments developed by CISD for all areas of the academic core (e.g. project rubrics)

Day-to-day assessments related to specific content or skills (running record for language arts; math computation quizzes, unit tests, etc.)

Qualitative observations of the process of learning (teachers' anecdotal notes, a child's reflection log, internship mentor reports, etc.)

Exhibitions and examination of final products (a final version of a paper, an interdisciplinary final project, Evidence-based content specific projects, etc.) based on criteria and standards clearly communicated at the beginning of the project involving a student presentation of information learned will become the standard of demonstrating student learning.

Assessments provide teachers with crucial student information – including academic strengths, weaknesses and attendance records – and shows where their students are and where they need improvement in order to chart the best instructional course forward. All Charlotte educators have access to Eduphoria, the district student management tool.

Qualitative and quantitative formative assessments are part of the holistic puzzle picture of performance throughout the

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Charlotte school system. To make informed decisions, educators use data to ask in-depth questions regarding the reasons for the reporting results found in the data. This acquired habit and developed process can range from enrichment decisions for some students, intervention at Tier one and Tier Two levels of RTI, to structure Professional Development, such as improving teacher training through book studies, Professional Learning Communities (PLC) or conversations regarding tools, resources, and time needed for filling achievement gaps.

Any school, be it public, private, charter, etc., knows the schools' best asset is a strong educator team. Research clearly indicates having a high quality teacher in every classroom is the best way to close the achievement gap for traditionally underserved students (Marzano, 2015). Developing expert practitioners requires a variety of programs. Best Practices throughout the nation are supported by our Instructional Coaches – all former, outstanding educators themselves. Instructional Coaches (IC) bring grade level and content expertise to their interactions with teachers within the teaching and learning environment (Learningforward, 2016). Having PD in the classroom targets an identified barrier determined through the CISD data dig. Instructional Coaches (IC) will deliver professional development (PD) in the classroom; they model, observe, demonstrate, work one-on-one, and debrief along with Next Steps suggestions. There is no down time, loss of instruction flow due to a different person filling-in, but quality time on task with all learners. To assure not only the ICs, but also teachers, CHS Redesign would provide reliable and dependable substitutes for assistance during PD or large group teaching and learning. Redesign substitutes would not be available for "Other duties as assigned", but truly focused on the work with the bold, redesign for CHS. As a small, rural district, CISD can easily exhaust availability of substitutes; about five generally available. Throughout the pilot grant time, CHS will have three full-time substitutes identified, trained, and evaluated. As a means of support, Redesign sub would be paired with teachers and IC during debriefing with IC to determine need for increased learning and understanding, at least two times a month, over the course of the two years pilot. To meet evaluation requirements of their Redesign assignment, teacher and sub will present a monthly portfolio review of their work and supporting data to the CHS Redesign Leadership Team. The Portfolio is to be a reflective formative exiling the Habit of Mind is at the end of every day, week, month, semester and year, to ask, "What worked? What didn't work? What can I do about that?" By asking these three questions and acting on their insights, teachers/substitute will be transparent regarding all students learning and growing toward increased levels of student achievement. This continuing practice of supporting and growing our teachers' expertise would systematically impact all aspects of achievement for all participants; students and adults. CHS Redesign Leadership Team (CRLT) will consist of the principal, Lead Teachers from ELA and Math subject area and Redesign Project Director and/or designee. The leadership team works together to determine yearly objectives and goals for CHS. The Redesign Project Dir. would also bring other school leadership teams together two times a year, once in the summer, and again in the winter after the completion of the first semester. Teachers who will serve as Lead Teachers demonstrate actions and skills in the following areas: Masters and Modelers of TCMPC Instructional Guidelines. Building teams by developing relationships, systems, and rituals; Planning meetings around data driven determined need for problem-solving; Developing data driven instruction by implementing Inquiry and Evidence-based instructional planning and delivery; and, Collaborating in developing or strengthening lesson plans and/or providing feedback from debriefing and observations. With the structure of Lead Teachers, CISD supports and trains identified educators to know: They are recognized as someone who should be influencing a larger sphere than their immediate classroom. As Masters and Modelers of TCMPC Instructional Guidelines, they will demonstrate a "no excuse" approach to meeting expectations of accountability and expectations of the families and community members in Charlotte. They have been entrusted with the well-being of the children in their team's classrooms, as well as the children throughout the school building, and, beyond that, with the forward movement of this organization. They make decisions based on what they believe and what the data suggests will best advance all students' learning.

CHS will have a "data driver" (D²) – a teacher who works with colleagues and the Redesign educators to learn how to access and utilize the variety of data sets available to teachers. D² will work with PLCs and the CHS principal is sharing data, discussing possible questions the data presents, present new technology tools to address the data discussed and the Blended-learning classroom material. The D² will have release time to assume and implement the expectations of the special assignment. A stipend and contract compensation will be in the budget. Model Teacher recognition will also be developed and utilized in the courageous Redesign. A teacher who has taught in CISD for a number of years and has demonstrated high levels of student achievement. They may become a Model Teacher (MT). MTs work one-on-one with five teachers (identified as Visiting teacher, Vt) per year and the IC through the following rotation among the five teachers mentioned previously: 1.) Vt observes MT for one school day; 2.) Vt writes a lesson based on some insights from his/her visit to MT's room; 3.) MT reviews and provides feedback on the lesson plan with the CHS principal and VtMT

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 007901				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	\$237,100	\$240,350	\$0	\$477,450
Schedule #8	Professional and Contracted Services (6200)	6200	\$200,000	\$250,000	\$0	\$450,000
Schedule #9	Supplies and Materials (6300)	6300	\$20,000	\$25,000	\$0	\$45,000
Schedule #10	Other Operating Costs (6400)	6400	\$30,000	\$35,000	\$0	\$65,000
Schedule #11	Capital Outlay (6600)	6600	\$124,800	\$168,500	\$0	\$293,300
	Consolidate Administrative Funds				<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$611,900	\$718,850	\$0	\$1,330,750
Percentage% <u>indirect costs</u> (see note):			N/A	12.823%	\$0	\$92,178
Grand total of budgeted costs (add all entries in each column):			\$611,900	\$811,028	\$0	\$1,422,928

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

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

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 007901				Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Cost	Implementation Cost	Total Budgeted Cost
Academic/Instructional						
1	Teacher	0	0	\$0	\$0	\$0
2	Educational aide	0	0	\$0	\$0	\$0
3	Tutor	0	0	\$0	\$0	\$0
Program Management and Administration						
4	Project director	0	.50	\$55,000	\$55,000	\$110,000
5	Project coordinator	0	.50	\$38,600	\$38,600	\$77,200
6	Teacher facilitator	0	.20	\$36,000	\$36,000	\$72,000
7	Teacher supervisor	0	.20	\$39,000	\$39,000	\$78,000
8	Secretary/administrative assistant	0	0	\$0	\$0	\$0
9	Data entry clerk	0	0	\$0	\$0	\$0
10	Grant accountant/bookkeeper	0	.25	\$12,000	\$12,000	\$24,000
11	Evaluator/evaluation specialist	0	.25	\$12,000	\$12,000	\$24,000
Auxiliary						
12	Counselor	0	0	\$0	\$0	\$0
13	Social worker	0	0	\$0	\$0	\$0
14	Community liaison/parent coordinator	0	0	\$0	\$0	\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)						
15						
16						
17						
18						
19						
20						
Other Employee Positions						
21		0	0	\$0	\$0	\$0
22		0	0	\$0	\$0	\$0
23		0	0	\$0	\$0	\$0
24	Subtotal employee costs:			\$192,600	\$192,600	\$385,200
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay		\$9,500	\$12,750	\$22,250
26	6119	Professional staff extra-duty pay: supplemental pay		\$35,000	\$35,000	\$70,000
27	6121	Support staff extra-duty pay		\$0	\$0	\$0
28	6140	Employee benefits		\$0	\$0	\$0
29	61XX	Tuition remission (IHEs only)		\$0	\$0	\$0
30	Subtotal substitute, extra-duty, benefits costs			\$44,500	\$47,750	\$92,250
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$237,100	\$240,350	\$477,450

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

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Schedule #8—Professional and Contracted Services (6200)				
County-district number or vendor ID: 007901			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	Instructional Coaches	\$80,000	\$80,000	\$160,000
2	State School Improvement/Transformation Partnership	\$50,000	\$75,000	\$125,000
3	National School Improvement/Transformation Partnership	\$60,000	\$85,000	\$145,000
4	0	\$0	\$0	\$0
5	0	\$0	\$0	\$0
6	0	\$0	\$0	\$0
7	0	\$0	\$0	\$0
8	0	\$0	\$0	\$0
9	0	\$0	\$0	\$0
10	0	\$0	\$0	\$0
11	0	\$0	\$0	\$0
12	0	\$0	\$0	\$0
13	0	\$0	\$0	\$0
14	0	\$0	\$0	\$0
b. Subtotal of professional and contracted services:		\$190,000	\$240,000	\$430,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$10,000	\$10,000	\$20,000
(Sum of lines a, b, and c) Grand total		\$200,000	\$250,000	\$450,000

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

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 007901		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:	\$20,000	\$25,000	\$45,000
Grand total:		\$20,000	\$25,000	\$45,000

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Schedule #10—Other Operating Costs (6400)				
County-District Number or Vendor ID: 007901		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.	\$3,000	\$3,000	\$6,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose: 0	\$0	\$0	\$0
6413	Stipends for non-employees other than those included in 6419	\$8,000	\$8,000	\$16,000
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$8,000	\$8,000	\$16,000
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.	\$6,000	\$8,000	\$14,000
Subtotal other operating costs requiring specific approval:		\$25,000	\$27,000	\$52,000
Remaining 6400—Other operating costs that do not require specific approval:		\$5,000	\$8,000	\$13,000
Grand total:		\$30,000	\$35,000	\$65,000

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

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

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Schedule #11—Capital Outlay (6600)						
County-District Number or Vendor ID: 007901				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	0	N/A	N/A	\$0	\$0	\$0
66XX—Computing Devices, capitalized						
2	Computer tablets	200	\$1,000	\$75,000	\$125,000	\$200,000
3	0	0	\$0	\$0	\$0	\$0
4	0	0	\$0	\$0	\$0	\$0
5	0	0	\$0	\$0	\$0	\$0
6	0	0	\$0	\$0	\$0	\$0
7	0	0	\$0	\$0	\$0	\$0
8	0	0	\$0	\$0	\$0	\$0
9	0	0	\$0	\$0	\$0	\$0
10	0	0	\$0	\$0	\$0	\$0
11	0	0	\$0	\$0	\$0	\$0
66XX—Software, capitalized						
12	Social-Emotional Software	200	\$18,000	\$4,500	\$13,500	\$18,000
13	eMINTS Software	50	\$1,000	\$20,000	\$30,000	\$50,000
14	0	0	\$0	\$0	\$0	\$0
15	0	0	\$0	\$0	\$0	\$0
16	0	0	\$0	\$0	\$0	\$0
17	0	0	\$0	\$0	\$0	\$0
18	0	0	\$0	\$0	\$0	\$0
66XX—Equipment, furniture, or vehicles						
19	Dedicated Server for CHS Redesign Technology	1	\$25,300	\$25,300	\$0	\$25,300
20	0	0	\$0	\$0	\$0	\$0
21	0	0	\$0	\$0	\$0	\$0
22	0	0	\$0	\$0	\$0	\$0
23	0	0	\$0	\$0	\$0	\$0
24	0	0	\$0	\$0	\$0	\$0
25	0	0	\$0	\$0	\$0	\$0
26	0	0	\$0	\$0	\$0	\$0
27	0	0	\$0	\$0	\$0	\$0
28	0	0	\$0	\$0	\$0	\$0
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)						
29				\$0	\$0	\$0
Grand total:				\$124,800	\$168,500	\$293,300

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

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

County-district number or vendor ID: 007901

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	103	68.7%	
Limited English proficient (LEP)	4	2.7%	
Disciplinary placements	0	0%	
Attendance rate	NA	96.1%	
Annual dropout rate (Gr 9-12)	NA	0.6%	

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

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

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	40	36	32	39	44	0	0	193

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Schedule #13—Needs Assessment

County-district number or vendor ID: 007901

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.

CHS used the Comprehensive Needs Assessment the campus used during the Improvement Required (IR) and Former Improvement Required (FIR). Longitudinal data review of Texas Academic Performance Reports (TAPR) clearly was a good starting point. The three schools and the district utilized the Texas Accountability Intervention System (TAIS) with the four major, continuous improvement elements; Data Analysis (What?), Needs Assessment (Why?), Improvement Plan (How?) within the design of a business plan model requiring four quarter short term goals to address the crafted Annual Goal(s), and Implementation and ongoing monitoring and adjustment as defined by formative qualitative & quantitative data. The CISD and three schools used the TAIS effectively and efficiently to achieve their annual goals; 3-5 focused and target specific. The district and three schools are no longer in School Improvement. CISD is moving forward to provide choices for Charlotte students-families for current education coursework and future School to work plans. There are still barriers, and those barriers need to be dismissed for increased levels of student outcomes. Specifically, when the Charlotte District Advisory Committee (CDAT) began to discuss the root cause of the high school stagnation of ELA/Writing and Math plateau results, the 5 Why? questioning and Deep Data Dig processes were utilized in the Comprehensive Needs Assessment (CNA). When the tasks were finished, the data reviewed; TAPR, Texas Accountability Summative Reports, and STAAR (incoming Freshman)/EOC summative data, and Formative assessments including unit tests, lesson plans, district benchmark assessments, classroom walk throughs, Instructional Practice Inventory (IPI), student conversations, Professional Learning Committee agendas and student work, all evidence supporting the findings, but very few suggestions to address root causes for student achievement decline in ELA/Writing and Math. The infamous, "the students aren't motivated" was given as a cause, rather than the truth. It is an adult excuse! Response-to-Intervention (RtI) fixed the identified current cause(s), but not the root problems. It was determined the following systemic causes need immediate attention in order to meet the vision where Every Student will acquire relevant knowledge and skills to successfully function in a progressive and changing global society. From numerous TAIS guiding questions and data acquired through the 5 Whys? and Deep Data Digs with resulting Data-V and Quintile charts to better visually delineate results. Additional 2016-17 STAAR/EOC data was analyzed in the same format. Again, data pointed to the Teaching and Learning Environment. Students struggle with critical thinking skills because much of the classroom work is not challenging to the Analysis, Evaluation, and Creating levels of rigor. Classroom walk throughs, revealed objectives and their purpose of the Student Expectation were not put into general conversational language. Stating TEKS 9.2b is far from the dialogue between students. Many times, teachers did not seize opportunities to honor the student question/comment and build it into a relevant topic tied back to the SE and the lesson format. Skill practice was minimal and not challenging above the application level. When using technology, again, low levels of rigor did not encourage and challenge the student's critical thinking. Closer discussion brought about the notion the delivery of most CHS ELA and Math lessons seldom go into the depth of rigor to analyze the problem, discuss with meaning, and connect to the real life situation where that particular skill and knowledge would take place. Mentioning to the admin and teachers the possibility of Webquest projects and group activities was not received. Lip service, but no follow through except for the lack of time to prepare. Monitoring needs to be more active within the classrooms with positive notes and notes of limitations that need to be addressed. Without the training on how to teach the rigor, how to use the technology to enhance, challenge and expand thinking, and to receive quality feedback through ongoing classroom visits, walk throughs, and conversations during scheduled PLCs, the students will not learn to their potential. CHS Redesign is focused upon three goals; 1.) Equipping all students with skills, understanding, and positive habits of mind to be a successful participant in the 21st century; 2.) Comprehensive changes in the instruction model and staff development will support an environment where student's have choice in their schooling, as they embrace the rigor of the Career and College Readiness expectations; and 3.) Increase development of Leadership beyond the admin to classroom teachers, and students. Everyone will own and monitor academic growth by increased levels of student achievement. Measurable objective will address those elements in Blended-learning PD, individual PD for all teachers online and in their classroom with the Instructional Coach, working with Turnaround Partnerships from state and national organizations with a proven detailed record of schools, school demographics, and rural location will definitely make urgency not only important to talk about, but also bold in the design to engage all students in meaningful ways.

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Schedule #14—Management Plan

County-district number or vendor ID: 007901

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.	CHS Redesign Program Director	Experience in School Improvement, Continuous Improvement, and Transformation for a minimum of 5-10 years with success. Applies Critical Success Factors (CSF) into evaluations, qualitative and quantitative; Trained Educational Coach; and, experience with campus and central office staff.
2.	CHS Redesign Project Coordinator	Experience in School Improvement, Continuous Improvement, and Transformation for a minimum of 5 years. Applies Critical Success Factors (CSF) into evaluations, qualitative and quantitative; Instructional Coach background; and, experience with campus and central office staff.
3.	CHS Redesign Model Teacher	Experience as a teacher in campuses in School Improvement and Continuous Improvement; 5-10 years experience as a successful teacher in the Charlotte ISD; and, demonstrated teaching success through longitudinal data, qualitative and quantitative.
4.	CHS Redesign Bookkeeper	External consultant with experience in maintaining budget and accounting ledgers; familiar with accounting technology; demonstrated success with grant details per guidelines. College experience and/or post secondary training a plus.
5.	CHS Redesign Evaluator	External consultant with experience in School Improvement, Continuous Improvement, and Transformation Evaluation formats from TAIS for a minimum of 5-10 years. Reviews the use of Critical Success Factors (CSF) into evaluations, qualitative and quantitative; good with excel; and, experience with campus and central office staff.

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.	Plan and implement a challenging and rigorous HS curriculum for Career and College Readiness	1. Review the purpose of CHS Redesign, the bold approaches, the total commitment the transformation will make with the CDAT with follow-up Next Steps	09/6/2017	05/31/2018
		2. Meet with CHS staff to detail the CHS Redesign plan with follow-up	09/8/2017	09/30/2017
		3. Begin with Instructional Coaches in the classrooms	09/15/2018	07/31/2019
		4. Observe for Blended-learning in the classrooms and being discussed.planned during PLCs.	09/15/2018	07/31/2019
		5. Redesign partners are in the classrooms and working with leadership development	09/15/2018	07/31/2019
2.	Engage Charlotte Community the CHS Redesign	1. Initial presentation for awareness and Q&A	09/15/2017	09/30/2017
		2. First quarter of CHS Redesign planning. Gather input and Q&A	10/28/2017	11/15/2017
		3. Mid-year summary regarding the CHS Redesign Planning and Schedule of Implementation; Information shared on how to keep informed and provide input.	01/15/2018	01/31/2018
		4. End of year planning and full implementation calendar presented for Q&A	06/15/2018	07/31/2019
		5. Ongoing scheduled meetings advertised for community information and opportunity for Q&A	08/15/2018	07/31/2019
3.	DevelopFamily meetings for	1. Initial awareness meetings for families and students	09/15/2017	10/15/2017
		2. CHS Redesign up-date meeting for families and	11/15/2017	12/15/2017

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Early College High School Designation was recently awarded to the CISD. In addition, because Charlotte is rural, somewhat isolated, and high levels of economically disadvantaged families, with limited teachers having a Master's degree, the district will also use the Texas Virtual School Network. Plans are to begin the coursework in the second semester of the 2017-18 school year. Planning for the ECHS, according to the blueprint, and the planning for the CHS Redesign Turnaround will be coordinated to maximize time spent by the staff and limited numbers to serve on multiple committees and planning sessions. For example, when the Charlotte District Advisory Committee (CDAT) meets, we will have reports from all initiatives concurrently taking place for better alignment of information, to support systems of information and awareness, and to maximize time spent by staff, families, and interested community members. An Initiative Planning Calendar will be created and posted on the CISD homepage. Also reports will be submitted and posted in links aligned to the Initiative Calendar.

CISD is also pursuing access to Advanced Academics for the Freshman and Sophomore students based upon their choice and also, a means to increase their opportunities for success in their Career and College Readiness upper class offerings.

As members of the school leadership team, we must be open to receiving feedback from families and community. Through sign-in sheets we will monitor attendance and reach out to those not coming to meetings and trainings. We will actively solicit feedback, listen strategically, and be timely to react to advice that could improve leadership. Weber, in 1947, reminded leaders to "Be accessible, approachable, and authentic. Exhibit urgency and support to persuade and motivate others." With transparency in mind, we will also monitor attendance at all events, active participation of CHS staff in the CHS Redesign planning, as we begin to approach the implementation data. Using the information in Bergquist's *The Four Culture of the Academy*, we will remind everyone about the product, especially with regard to time, place for the work, usually one-to-one, numerous opportunities for training within the Turnaround, and finally, promote the reason we are implementing the CHS Redesign; to better prepare our students for the 21st century through increased levels of challenging curricula (teaching and learning) and choices.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 007901

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.	TAIS quarterly reports and similar templates used in school Transformation in the CISD	1.	Annual SMART Goals determined; no more than 5, with quarterly goals and objectives to achieve the annual goal. Reports shared with the IC, CHS Redesign Leadership Team, Project Director, and the Supt/Charlotte Board of Trustees
		2.	Critical Success Factors will be reviewed weekly. A template has been created to mark the Main DSF activity observed from weekly visits to the HS.
		3.	CHS Redesign Leadership Team will determine three (3) strengths found in the Quarterly Report and the weekly identified CSF report. The team will also identify three (3) limitations for the campus to review and suggest changes they will and/or have made since the report was written.
2.	Outside Evaluator will establish quarterly reviews.	1.	Quarterly TAIS report
		2.	Review of the Planning reports and attendance of staff/community/families
		3.	Compile a Mid-year report and a yearly report at the end of each school year during the Transformation planning and implementation period.
3.	Newspaper, website, social media will be reviewed for celebrations of milestones during the CHS Redesign planning and implementation stages.	1.	CISD will have CHS Redesign information and links on the homepage
		2.	Milestones and success events will be shared at the monthly Board of Trustees meetings. A reporter from the local newspaper attends and covers the agenda and takes pictures.
		3.	Flyers will be developed and sent home, shared at schools, and throughout the small rural community of Charlotte.
4.	Qualitative data including classroom walks, IC debriefing reports, surveys, Instructional Practice Inventory, and TTESS informals.	1.	Graphing of qualitative data (pie charts, bar graphs, line graphs) clearly provide of visual of what is being examined.
		2.	Student work and student behavior throughout the qualitative processes being used.
		3.	PLC agendas and topics of discussion/presentation, based upon previous walk throughs, debriefs, inventory, and informals.
5.	Teachers and Students monitor/report their ongoing learning goals.	1.	Was the goal met for the unit, weekly lesson, or presentation of the TEKS in the TCMPC scope and sequence.
		2.	Are the goals visible when you enter the classroom? Are they referenced in the lesson design and delivery?
		3.	Do students reflect in their journals, in small groups/ How is the lesson closure tied to the lesson goals/

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.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 007901

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.

CHS was in Improvement Required and Former Improvement Required. The admin and key staff attended the TAIS process and developed the appropriate plan. The CISD was also required to write a Reconstitution Plan, just as all three campuses. Whatever the framework, the scheduled quarterly reports were significant in monitoring and having good conversations with the admin and teachers. With that mentioned, the CHS Redesign will write a Turnaround Plan during the planning year and implement the plan in 2018-19. Redesign Partners will be available to not only do trainings, support and guidance, but also review of the plan as it is written. The Turnaround Plan will be the map for the journey new bold, new assertive learning opportunities for student.

CHS Redesign will be a Turnaround model, supported by school redesign partners such as *Raise Your Hand Texas*. Texas students represent the future of the Texas economy and our communities. Raise Your Hand Texas identifies and pilots promising ideas to improve public education, and supports the conditions and public policies needed to scale proven approaches to benefit all Texas students for the 21st century – *because the future of Texas is in our public schools*. An additional national partner model, *eMINTS* (enhancing Missouri's Instructional Networked Teaching Strategies) was originally an acronym for "enhancing Missouri's Instructional Networked Teaching Strategies", but is now used in Utah, Illinois, Maine, Minnesota, Nevada, and Ohio as well. As an educational program designed to train educators of children in the United States, the Redesign developers' goals focus on technology in the classroom as well as social interaction and student research. CHS Redesign will further utilize Texas Accountability Intervention System (TAIS), designed to establish foundational systems, actions, and processes to support continuous improvement. The framework relies on a mixture of multiple years of school improvement research to identify five systemic components regarding district-level commitments, four support system components for implementation at both the district and campus levels, and seven factors proven to be critical to campus success. CHS will plan for turnaround improvement through the lens of District Commitments, Support Systems and Critical Success Factors that will result in outcomes of Accelerated Achievement, Sustainability, and System Transformation. TAIS uses comprehensive needs assessment to develop the Comprehensive Needs Assessment (CNA), which will then be applied to Problem Solving and the development of SMART goals. Generally three to five goals, well refined annually, defines Focus school's targeted work to raise achievement for all students, as measured throughout quarterly incremental goals and objectives to support the annual goals. Monitoring and adjustment are determined from the alignment of the quarterly findings and the ongoing monitoring of the school leadership team, teacher goals, and student learning goals. Regardless of the current designation of a campus, all efforts and interventions can be rooted in this research based framework. The Implementation Plan will be the Phase-in Redesign, beginning with review of current and longitudinal data of current 6th through 10th grade students, individual and collective for patterns and identified cohort strengths and needs. Most intensive and extensive, the eMINTS National Comprehensive school-based program consists of interactive staff group training/sessions, blended online delivery and in-classroom coaching/mentoring. The eMINTS Comprehensive Program can be implemented in an intensive two-year model or extended across a 3 or even 4 year cycle. CHS will enfold current MS staff in dialogue and critical conversations for Redesign. Information and awareness. Overtime, as the model is phased-in, the original HS campus structure will be replaced and supported by the new model for Career and College Readiness with quality choices available for all students. Over the course of the two year pilot, 193-226 Charlotte secondary students would be involved in the CHS Redesign, 46% of the identified 2015-16 TAPR student population in the CISD.

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

County-district number or vendor ID: 007901

Amendment # (for amendments only):

Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director of the CHS Redesign Turnaround will monitor the grant funding (supplemental) and the ongoing Title I funds for the CHS. Monthly budget print outs will be received. A checks and balance between expenditures and purchase orders will be implemented. The Campus Improvement Plan (CIP) will also be a source to use in the validation of funding dollars. The CIP must have the required federal goals for safety, highly qualified teachers and their training, expected increased levels of students achievement, and parental involvement at a minimum. The plan has goals and objectives, with indicated dollar amounts, timelines and person(s) responsible. Those earmarked dollars will be used for the 2017-18 CIP. Grant dollars will be used to fund the CHS Redesign Turnaround Planning and Implementation. Spreadsheets will be used and the Redesign plan will detail the purpose of the redesign dollars to address particular redesign goals and objectives. Within the quarter reports, a budget summary will also be inserted for review of funding. Close monitoring and follow-up conversations will be necessary to keep the funding accurate and in the correct spending area.

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.

Prior to writing the grant, an initial review of school improvement partners, their results, research articles, and reviews. In addition to an initial review and mentioning of two groups, CHS Redesign actively advertise through the district homepage post "Employment" and also posted at ESC XX. A RFQ will be written identifying requirements and details of the proposal format. In addition, a developed rubric, based upon previously identified, will be the main elements of the rubric. Other relevant information will also be allowed at the bottom of the standard RFQ. The rubric will be a table containing columns numbered columns 1-4, with a fifth column for additional notes. For example, in response to the RFQ, a group submits a proposal, but has never had any experience with school improvement. They would receive a 1 (lowest value) for that specific criteria. Regarding coaching experience, they may have numerous articles, research, and outstanding reviews from all over the state of Texas. Most likely, they would be given a 4 (highest value) for that particular indicator. After scoring the proposal and reviewing the material submitted to support their RFQ document, a total score will be assigned. CISD practices the right to determine a "best fit" and not always the highest or lowest scoring proposal. Given the defined review process and selection process, CHS Leadership Team will determine the "best fit" external partners for the identified initiatives in the redesign Turnaround plan.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 007901

Amendment # (for amendments only):

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

The CIP will be a driving tool to identify activities supported through federal, state, and local resources. The Turnaround Redesign plan will utilize the TAIS templates for identifying goals, objective, quarterly activities, what is taking place, who is responsible, what is the timeline, and what line item from the CHS Redesign Turnaround Plan was used to pay for the activity. If there are indicators in the CHS CIP, but not specifically allocated dollars for the Turnaround, it will be noted in the validation of expenditures in the Turnaround, and similar activity in the CIP, but not targeted for the Turnaround. Dollars will be identified by the assigned funding number, and monitoring will be every month throughout the pilot time span.

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.

CISD Board of Trustees has approved the District of Intervention (DOI) resolution, and is currently posting the plan for review. In the process of developing the plan, the CDAT sub-committee for the DOI, suggested the area of scheduling flexibility and personnel. After the process of review, and the continued focus upon *what is best for student achievement*, final Board approval will take place, with review of impacted policies immediately. CHS Redesign Turnaround will use guidelines in the approved District of Innovation plan.

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

County-district number or vendor ID: 007901

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 CHS will plan and implement evidence-based strategies in the Redesign Teacher Effectiveness Work (RTEW). Well-rounded education emphasizes readiness on core academic content via enriched, accelerated curricula, educational experiences and improved conditions for learning as measured by Evidence-based learning. Evidence-based strategies go beyond integration and infusion of tools and resources within the design and delivery of the lesson's Student Expectations. Through integration and infusion, the curricula would suggest options for proven evidence of the learning achieved by the students. Generally, the product is an element of everyday life. For example, work within the sequences of the Career and Technology Education and the Traditional core curriculum of a high school, when working together can produce significant opportunities for success in academic and social/emotional domains. Recently, Charlotte high school students in the welding endorsement/CTE Certification and the CTE Architectural Design Certification collaborated to design-build a Tiny House. The target date for displaying the evidence was the February Stock Show and Rodeo. Together, the two groups of students designed, redesigned, work with math teachers on various mathematical aspects to the blueprints, CTE teachers regarding electrical, plumbing, and overall design, reading and interpreting manuals, and consulting with admin and science teachers for funding and environmental concerns. The Tiny House Team was recognized by the Charlotte Board, pictures in the paper, positive reviews from the Stock Show and Rodeo Judges, and a feeling of accomplishment and success by the students and staff. The product was a meaningful result of applying numerous talents and skills, such as problem solving with purpose, meaningful analysis of the cost/product/economics. Four of those students continued with Postsecondary coursework at the neighboring community college. One young man, in particular, has his welding license, enough opportunities for work in the South Texas Ranch land to purchase his welding tools, and a side income as he continues to pursue his education in Business. This is just one example of evidence-based strategies that apply relevant and rigorous learning to chances afforded the post-secondary student as they move closer to the world of work.

When the CHS staff saw the energy and results from just one collaborative effort, they were excited, inquisitive, and anxious to explore more options. Taking that interest and focusing it to the CHS Redesign Turnaround plan will generate the RTEW purpose and meaning for the teachers. It will give them the training they need to plan greater designs and delivery of student expectations. It will also provide Charlotte students a transfer of learning to a meaningful task completed. Suddenly, learning in school, from all content areas, means something to the 21st century Charlotte HS students. The CDAT expects to see more products come from the redesign, along with the increase of the STAAR/EOC data results rising to the Met-Mastered level. We have proof it can be done. Evidence-based, along with Inquiry-based strategies will be the strength of the new RTWE.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 007901

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.

CHS Redesign will be a bold Turnaround model, supported by state and national school redesign partners with successful track records with School Improvement and Turnaround; identifies and pilots promising ideas to improve public education, and supports Comprehensive school-based programs. These components consist of interactive staff group training/sessions, blended online delivery and in-classroom coaching/mentoring. Program's goals focus on technology in the classroom as well as social interaction and student research. Implementation Plan will be the Phase-in Redesign, beginning with review of current and longitudinal data of current 6th through 10th grade students, individual and collective. CHS will enfold current MS staff in dialogue and critical conversations for Redesign and systemic vertical alignment and support. Overtime, as the model is phased-in, the original campus will be replaced and supported by the new model for Career and College Readiness through quality choices for all students. During the two year pilot, approximately 193-226 Charlotte secondary students will be involved in the sweeping CHS Redesign, which involves 46% of the identified 2015-16 TAPR student population in the CISD. CISD began conversations for the CHS Redesign with comments such as, "we understand the data, the challenges, the funding needs, and the needs for all students. At the forefront of what the Redesign Grant could offer, how does a small, rural district, with improvement, but with many more to tackle, *How do we drive and maintain active engagement in comprehensive redesign changes?* With the outlined plan in the Executive Summary, the CISD Mission; *Every Student will acquire relevant knowledge and skills to successfully function in a progressive and global society*, it will be done as a bold, audacious Turnaround plan for the future of all Charlotte students. CHS Redesign will *Connect, Learn, and Lead* for our future legacy into the 21st century. Current achievement levels in the STAAR/EOC state assessments clearly defines the expectation; 60% of all test takers will achieve passing reports at Met Standard – Approaching, Met Standard – Grade level, or Met Standard – Mastered. ELA/Writing results at the high school are like a roller coaster, up and down between 37% to 52% and then back down and up. In writing, educator dialogue has been "revisions and editing" are causes, with the need to improve vocabulary in ELA, and lack of motivation from students. In Math, we found scores may improve slightly every year, 2-4% points and then dip when any change within accountability takes place at the state level. The achievement is barely meeting accountability standards. ELA, Writing will increase 35% over the two year funding. Algebra I will increase 25% over the two year pilot grant period. The level of increase must be into the *Met Standard-Grade Level and Met Standard-Mastered*. College and Career Ready Graduates will increase from 45.7% 65% in two years, with sustainability to 75% (state standing) in 5 years. Texas Success Initiative Assessment (TSIA) will reflect the state results, currently ELA at 10.6% and Math at 7.1%, a 5-10% increase for CHS. AP completion of coursework, which is currently at 0%, will reflect a 50% completion in five years with the beginning of the 2018-19 ninth grade students. CTE Coherent Sequence (Annual Graduates) reported in 2019-20 will be at a minimum 50% reporting, as compared to 5.7% currently. Completion of twelve or more hours of Postsecondary Credit, currently at 11.4%, will continue to increase by a minimum of 5% yearly to the 90% level in five years. Finally, the Completion of Two or More Advanced/Dual Credit Courses in Current and/or Prior Year, currently 37.1% will also increase to 90% within the next five years. Assessments provide teachers with crucial student information – including academic strengths, weaknesses and attendance records – and shows where their students are and where they need improvement in order to chart the best instructional course forward. All Charlotte educators have access to Eduphoria, the district student management tool. Qualitative and quantitative formative assessments are part of the holistic puzzle picture of performance throughout the Charlotte school system. To make informed decisions, educators use data to ask in-depth questions regarding the reasons for the reporting results found in the data. With this detailed approach, which will be further addressed during the planning and buy-in stages during the first year, the CHS will not only see a steady increase of achievement, but also increased numbers of students in the Met-Mastered column.

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

County-district number or vendor ID: 007901

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 CHS Redesign Turnaround plan is highly supported by the identified data and student achievement results on formative and summative assessments. Decisions are made based upon the data. Data also presents the opportunity to have critical conversations with staff and parents regarding the full potential of the student(s). CHS Redesign is focused upon three goals; 1.) Equipping all students with skills, understanding, and positive habits of mind to be a successful participant in the 21st century; 2.) Comprehensive changes in the instruction model and staff development will support an environment where student's have choice in their schooling, as they embrace the rigor of the Career and College Readiness expectations; and 3.) Increase development of Leadership beyond the admin to classroom teachers, and students. These goals are the results of the TAIS Comprehensive Needs Assessment. The data clearly identifies the unique needs of the CHS. Through the CHS Redesign Turnaround, CHS will have plans to allow student/family choice within a comprehensive, redesigned curricula offering, increased capacity of pedagogy and design/delivery within the teaching and learning environment, and leadership to continuously monitor all aspects of the academic, social/emotional, and psychomotor domains of all learners. Through a reliable IT system, strategies to guide evidence output, and ongoing, open communication among stakeholders, the school redesign will definitely respond to the unique needs of all learners (students and adults) in the CHS.

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

County-district number or vendor ID: 007901

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.

CISD initially reviewed to Redesign Grant to determine purpose as it aligns to learner needs. The CHS principal is a previous hire made within the past two years. Climate has improved and turn over is diminishing. Turnaround has been addressed in TAIS trainings, so the concept is not new. What is new is the opportunity to gain resources to plan and implement a bold and audacious design that will definitely address the three goals determined through the TAIS CAN process. Risks will be taken, but with the CHS Redesign Turnaround, there is a sense of a safety net to catch, review, and learn for the mistakes.

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

County-district number or vendor ID: 007901

Amendment # (for amendments only):

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

☒ Phase-in Redesign

☐ Whole-School Redesign

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

CHS, in the past, when a mistake was made while taking a risk, the teacher(s) would shut down. We do not anticipate huge mistakes, but mistakes are part of the learning process. Look at the area concern, have conversations, collaborate without blaming, and redesign, recalibrate, and move forward. One mistake left along and not analyzed/discussed can be the future seed of failure. Whereas, look at the mistake, analyze, share numerous guiding questions, and resolve to move on with the reasoning and address positively, the next task(s) at hand. Together we move forward to build the capacities of trust and understanding among peers and other staff members. It is healthy! Students need to see the process in action at the adult level. That is definitely why we chose the Phase-in Redesign. The climate is positive, the culture of trust and honesty is beginning to impact all areas within the district boundary. Applicants are even beginning to increase with the spreading good news of meeting accountability, Early College High School Designation, and other notable gains. The CHS Redesign Turnaround plan will be rolled into the overall positive climate/culture in a very timely manner. To do a sudden Whole-School Redesign at this point in time is testing the waters too soon. TAIS CNA definitely reflects the needs for a turnaround. The Phase-in implementation allows to enter the current systems with fresh new accomplished goals and objectives that will greatly impact student choice and achievement. The timing is right. We are ready for the Phase-in design.

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

County-district number or vendor ID: 007901

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.

As previously mentioned, Charlotte is a small, rural district with staff members wearing numerous hats everyday. The "Other duties as assigned" is the norm, rather than the exception. Problem solving generally takes place daily. Cross training is a necessity and accomplished without complaints. The flexibility the District of Innovation gives to the district will be valuable to all current programs, processes, and procedures. Looking at the CHS Redesign Turnaround, it would be virtually impossible to accomplish the goals and objectives without the flexibility offered through DOI. When we begin the planning and implementation of the CHS Redesign Turnaround, CISD wants to support the effort and work with operational barriers at a minimum, generally out of the districts control. This is the rationale, plain and simple. We want the turnaround process to work and guide the district into sustainable systems for continuous improvement.

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

County-district number or vendor ID: 007901

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.

CISD has accomplished a great deal during the past four years. Currently, the district and all three campuses are successful. TEA did not close the district. TEA did not consolidate the district. Instead, the district and campuses began the necessary work to get out of Improvement Required and Former Improvement Required. After four long years of improvement and previous to those four years, rounds and rounds of speculation, doubt, and perceptions, the community climate and a few lingering staff members are quick to say, "See I told you so!" when something goes wrong.

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

County-district number or vendor ID: 007901

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.

CHS Redesign Turnaround plan clearly defines the intent to contract with a school redesign partner, possibly two given the goals and expertise we need to build the teaching capacity, infused the technology and introduce blended-learning, therefore being sure the district IT is reliable and ready to support the processes we would acquire. Prior to writing the grant, an initial review of school improvement partners, their results, research articles, and reviews. In addition to an initial review and mentioning of two groups, developers with proven research results and collected data for strengthening Blended-learning and online resource tool for teachers. CHS teachers are steeped in traditional teaching practices with many years of successful teaching experience to their credit. Redesign developers will ask them to take risks, collect quantitative data in the quarterly report, CSF classroom walks (qualitative) to validate through observation the delivery of the lesson design. Feedback will share findings and implement adjusted methods and procedures in their classrooms if necessary. The objective of (RTEW) will be, with state and national redesign partners, to develop a new way of design and delivery to increasing student achievement according to the Turnaround design. To gather an understanding of baseline teacher knowledge and skills, redesigners developers will examine teacher sample lessons and their degree of Inquiry and Evidenced-based learning strategies. Historically, there are statistically significant differences between cohorts with respect to their initial perceptions of instructional efficacy and effectiveness of selected teaching activities. To gather an understanding of baseline teacher knowledge and skills, redesigners developers will examine teacher sample lessons and their degree of Inquiry and Evidenced-based learning strategies. Historically, there are statistically significant differences between cohorts with respect to their initial perceptions of instructional efficacy and effectiveness of selected teaching activities. Specifically, 1.) Does the redesign partner have experience with school improvement and specifically, turnaround/ How many years? What were the sustainable results? Please share documents.; 2.) Does the redesign partner have coaching training and experiences? If so, with what organization did the training and work take place? Is it face to face, over the phone, or both? What is the significance of the coaching piece from the viewpoint of the redesign partner? 3.) Has the redesign partner worked with central office and campus staff during the Turnaround process? What interactions have they had with regard to families and community? Generally, these are the major topics for the development of the RFQ.

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

County-district number or vendor ID: 007901

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.

Prior to writing the grant, an initial review of school improvement partners, their results, research articles, and reviews. In addition to an initial review and mentioning of two groups. The Leadership Team will develop a RFQ based upon the previous qualifications. There will also be room for two more added questions to consider as the team prepares the RFQ for advertising. CHS Redesign actively advertise through the district homepage post "Employment" and also posted at ESC XX. A RFQ will be written identifying requirements and details of the proposal format. In addition, a developed rubric, based upon previously identified, will be the main elements of the rubric. Other relevant information will also be allowed at the bottom of the standard RFQ. The rubric will be a table containing columns numbered columns 1-4, with a fifth column for additional notes. For example, in response to the RFQ, a group submits a proposal, but has never had any experience with school improvement. They would receive a 1 (lowest value) for that specific criteria. Regarding coaching experience, they may have numerous articles, research, and outstanding reviews from all over the state of Texas. Most likely, they would be given a 4 (highest value) for that particular indicator. After scoring the proposal and reviewing the material submitted to support their RFQ document, a total score will be assigned. CISD practices the right to determine a "best fit" and not always the highest or lowest scoring proposal. Given the defined review process and selection process, CHS Leadership Team will determine the "best fit" external partners for the identified initiatives in the redesign Turnaround plan.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 007901

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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

County-District Number or Vendor ID: 007901

Amendment number (for amendments only):

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

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

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: 007901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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By TEA staff person:

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

County-District Number or Vendor ID: 007901

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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