

Texas Education Agency Standard Application System (SAS)

2017–2019 School Redesign Grant, Pilot Cycle		
Program authority:	Every Student Succeeds Act (ESSA), Public Law (P.L.) 114-95, Title I, Part A, Sec 1003, School Improvement	FOR TEA USE ONLY <small>Write NOGA ID here</small>
Grant Period:	August 28, 2017, to July 31, 2019	<small>Place date stamp here</small> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY JUL 13 2017 11:26 AM </div>
Application deadline:	5:00 p.m. Central Time, July 13, 2017	
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov ; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #	
Crystal City ISD	254901	Dr. Tomas Rivera Elementary		
Vendor ID #	ESC Region #	DUNS #		
1746000638	20	070477583		
Mailing address	City	State	ZIP Code	
805 East Crockett Street	Crystal City	TX	78839-	
Primary Contact				
First name	M.I.	Last name	Title	
Irma		Martinez	Program Compliance Director	
Telephone #	Email address		FAX #	
830-374-2367	irma.martinez@crystalcityisd.org		830-374-8004	
Secondary Contact				
First name	M.I.	Last name	Title	
Adelicia		Leeper	Federal Programs Director	
Telephone #	Email address		FAX #	
830-374-2367	adelicia.leeper@crystalcityisd.org		830-374-8004	

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
Imelda		Allen	Superintendent
Telephone #		Email address	FAX #
830-374-2367		imelda.allen@crystalcityisd.org	930-374-8004
Signature (blue ink preferred)			Date signed

Only the legally responsible party may sign this application.

701-17-101-057

Schedule #1—General Information

County-district number or vendor ID: 254901

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 checked="" type="checkbox"/>	<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: 254901

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: 254901

Amendment # (for amendments only):

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

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

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 254901

Amendment # (for amendments only):

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

The CCISD's vision for school improvement is to transform the learning culture so that students are inspired by igniting a passion for learning, are empowered by building efficacy, ownership and responsibility, and are prepared by developing skills for college and career readiness. Dr. Tomas Rivera's (DTR) vision is to create a campus culture where all students, staff, and parents *Play, Learn, and Grow Together!*

Redesign: CCISD is made up of 5 campuses with single campus grade spans. As a result of the deconsolidation of Rivera-Zavala Elementary (campus number 101) in 2014 and the assignment of its campus number to DTR, DTR is in six-year Improvement Required as a result of its being paired with Zavala Elementary that has not met accountability standards for the last six years. At present DTR is a PK-1st campus with no tested grade levels. To ensure accountability at all levels, the Redesign Plan will implement a phase-in turnaround model that will re-configure the grade spans for both Dr. Tomas Rivera Elementary (DTR) and, subsequently, Lorenzo de Zavala Elementary (LDZ), using the following timeline: Year 1- Planning; Year 2- phase in grades 1st to LDZ Elementary and 2nd to DTR Elementary; Year 3- phase in grades 3rd to Dr. Tomas Rivera, and Kindergarten to LDZ; Year 4- phase in part of grade 4th to DTR. In lieu of contracting with an outside entity or closure/consolidation, the district has opted to provide applicant assurance that the redesign will be governed by a Board of Trustees that is participating in continuous improvement through training in the Lone Star Governance process.

Campuses will be provided flexibility to the extent possible in obtaining resources, carrying out processes, and facilitating practices in response to their critical needs with the support of district office staff, the district project manager, and established systems. The district will use Theory of Action principles to eliminate barriers and to provide operational flexibility and will modify policies and procedures as well as support to accommodate the needs of the campus.

The district will partner with ESC 20 to design, implement, and evaluate all aspects of the grant. The campus will use the Mapping A Pathway to Student Success (MAPSS) team to provide a comprehensive campus review with a personalized campus report to establish baselines for targeted improvement. In addition, our ESC20 partner will provide real time observations, staff development with follow up activities, recommended action plans, coaching support, data analysis and interpretation of campus reports, using the Critical Success Factors, ESSA Turnaround Principles, and grant requirements. Communities in Schools will also partner with CCISD to provide a full-time, on-site social worker to offer comprehensive case management that includes academic, social, and behavioral support to at-risk students and parenting training and family counseling services to foster a more supportive learning environment.

The student population at DTR is approximately 439 encompassing grades PK-1st, with 85.88 % being economically disadvantaged, 53.4% at risk, and 98% Hispanic. The district will closely monitor individual student performance as well as the success of special population subgroups when phasing the students into the two campuses. Tracking and progress monitoring will be checked electronically monthly through both I-Station and the Data Management for Assessment and Curriculum (DMAC) system. Reporting to TEA will be submitted on a quarterly basis and will be presented to the Board of Trustees at public meetings monthly. Performance trends will be identified through weekly RtI staffings and Professional Learning Community meetings. Training in differentiated instruction will also be provided and implementation will be monitored by Instructional Coaches and the administrative team.

The DTR Principal just completed her 2nd year as the leader of the campus and is considered a new principal. The campus is actively seeking an assistant principal. Currently, there is an instructional coach with 2 years' experience and veteran team leaders at each grade level, selected through a shared leadership process. Leadership teams will be involved in vigorous professional development centered on the turnaround TAIS process, leadership development, best practices, core content, data analysis, and effective pedagogy. The district will also partner with a turnaround specialist to support leadership teams on a bi-weekly basis.

The alignment of curriculum, instruction, and assessment will be the foundation of the education plan. Texas Curriculum Management Program Cooperative, (TCMPC) TEKS resource system is the district's curriculum framework. Balanced Literacy and Balanced Math will be supported with intensive training in each of the ELAR/Math components

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 254901

Amendment # (for amendments only):

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

The Instructional framework used is the Gradual Release of Responsibility by Fisher and Frey. Observations and support will be provided by an ESC20 reading specialist. Monitoring by the leadership teams and specialists will be on-going. The goal is to raise the level of Tier I instruction by setting high expectations, increasing academic rigor and the quality of instructional delivery with evidenced based strategies. The district will also implement a new assessment and goal setting tool to monitor campus performance goals for all students and make necessary timely instructional adjustments and design interventions. All students will be tiered and interventions such as Response to Intervention (RtI) blocks within the master schedule, use of interventionists, individualized/ small group tutoring will be implemented. Student-centered, data-driven instruction will characterize all aspects of the educational plan. The master schedule will be redesigned to provide more uninterrupted reading opportunities and multiple rotations for guided reading and guided math instruction. Summer Literacy Camps at a ratio of 10:1 will focus on integrating real literature with a humanities approach using art, music, drama, math, and science to actualize the meaning of text and bring literature to life. Students will be grouped by reading levels and will experience hands-on learning for 20 days. The district will partner with all stakeholders to meet the needs of all students. A commitment to strong intellectual and emotional growth of each student to meet or exceed academic standards, and a focus on promoting a positive learning environment will be key. This will entail a robust parent and community engagement plan that strives to create a parent learning community through learning nights, conferencing, and interaction with staff and other parents. For students, the district will implement a character education program that encourages responsibility, citizenship, and leadership that develops and helps students to act upon core ethical values. The learning environment will promote a sense of community, empowerment, high expectations, and shared decision-making. Resources, training, and on-going comprehensive support via Professional Teaching Learning Communities will increase professionalism and reinforce a commitment to learning. Partnership with Communities in Schools will work with students and families to eliminate barriers to learning. The recruitment, development, and retention of quality instructional staff and effective administrators is a primary goal. Intense recruitment efforts supported by sign-on bonuses, competitive salaries, and CCISD's Grow Your Own Program in collaboration with ESC-20's alternative certification program will be on-going. New teachers and administrators will be supported through New Teacher/First Year Administrator Institutes, a mentoring program, and specific staff development tailored to meet individual needs. Coaching, peer observations, modeling, staff development, and guided planning will support the growth of new or ineffective staff. The district will utilize TTESS and a Staff Effectiveness rubric to evaluate, grow, and retain or release staff. As part of our partnership with ESC20, an educational specialist will tier teachers to provide the necessary training and support according to individual need. The district will also use the Turnaround Specialist, the DCSI, and the ESC20 partner to facilitate staffing changes, to grow teacher leaders and to identify excellence, and to recruit and retain quality staff. This team will coordinate services and provide support in areas of greatest need. The campus will be redesigned in terms of grade span to shift the mind-set of "finger-pointing" and to increase campus accountability and ownership of student performance. This process will entail a phase-in turnaround model. The intent is to make DTR and LDZ PK-4 and K-4 schools, respectively. DTR performance goals: 70% of the students in grades K-2 will be on or above grade level by the end of the 2019 school year: Reading as measured by M-Class Reading 3-D Assessment (TRC) and I-Station (ISIP), Writing as measured by the CCISD Writing Continuum and district rubrics, Mathematics as measured by M-Class Amplify Math.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 254901 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	\$101,298	\$111,298	\$9660	\$222,256
Schedule #8	Professional and Contracted Services (6200)	6200	\$130,600	\$121,100	\$	\$251,700
Schedule #9	Supplies and Materials (6300)	6300	\$176,200	\$84,000	\$2000	\$262,200
Schedule #10	Other Operating Costs (6400)	6400	\$28,800	\$29,800	\$7000	\$65,600
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$	\$
	Consolidate Administrative Funds				<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$436,428	\$346,198	\$18,660	\$801,286
Percentage% <u>indirect costs</u> (see note):			N/A	\$11,286	\$608	\$11,894
Grand total of budgeted costs (add all entries in each column):			\$436,428	\$357,484	\$19,268	\$813,180

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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By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 254901

Amendment # (for amendments only):

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Cost	Implementation Cost	Total Budgeted Cost
Academic/Instructional					
1 Teacher			\$	\$	\$
2 Educational aide			\$	\$	\$
3 Tutor			\$	\$	\$
Program Management and Administration					
4 Project director			\$	\$	\$
5 Project coordinator			\$	\$	\$
6 Teacher facilitator			\$	\$	\$
7 Teacher supervisor			\$	\$	\$
8 Secretary/administrative assistant			\$	\$	\$
9 Data entry clerk			\$	\$	\$
10 Grant accountant/bookkeeper			\$	\$	\$
11 Evaluator/evaluation specialist			\$	\$	\$
Auxiliary					
12 Counselor			\$	\$	\$
13 Social worker					
14 Community liaison/parent coordinator			\$	\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21 Title Summer Literacy Director	1		\$4,830	\$4,830	\$9,660
22 Title Interventionists	1		\$36,150	\$36,150	\$72,300
23 Title Summer Literacy Teachers	10		\$34,500	\$34,500	\$69,000
24	Subtotal employee costs:		\$75,480	\$75,480	\$150,960
Substitute, Extra-Duty Pay, Benefits Costs					
25 6112 Substitute pay			\$7,650	\$7,650	\$15,300
26 6119 Professional staff extra-duty pay			\$17,000	\$17,000	\$34,000
27 6121 Support staff extra-duty pay			\$2,000	\$2,000	\$4,000
28 6140 Employee benefits			\$3,998	\$13,998	\$17,996
29 61XX Tuition remission (IHEs only)			\$0	\$0	\$0
30	Subtotal substitute, extra-duty, benefits costs		\$30,648	\$40,648	\$71,296
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$106,128	\$116,128	\$222,256

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: 254901

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:		\$	\$	\$

Professional and Contracted Services

#	Description of Service and Purpose	Planning Cost	Implementation Cost	Total Budgeted Cost
1				
2				
3				
4				
5				
6				
7				
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
b. Subtotal of professional and contracted services:				
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$130,600	\$121,100	\$251,700
(Sum of lines a, b, and c) Grand total		\$130,600	\$121,100	\$251,700

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: 254901		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:	\$175,200	\$83,000	\$258,200
Grand total:		\$176,200	\$84,000	\$260,200

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

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 254901

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.	\$	\$	\$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$	\$	\$
	Specify purpose:			
6413	Stipends for non-employees other than those included in 6419	\$	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$	\$
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.	\$3,000	\$4,000	\$7,000
	Subtotal other operating costs requiring specific approval:	\$3,000	\$4,000	\$7,000
	Remaining 6400—Other operating costs that do not require specific approval:	\$28,800	\$29,800	\$57,600
	Grand total:	\$31,800	\$33,800	\$65,600

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

County-district number or vendor ID: 254901

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	376	85.88%	Note: Student numbers and grade spans will change during the implementation year. (Grant year 2)
Limited English proficient (LEP)	13	2.7%	
Disciplinary placements	8	1.9%	1 suspension, 1 in-school suspension, and 7 partial day suspensions
Attendance rate	NA	94.6%	Based on 2016-2017 PEIMS
Annual dropout rate (Gr 9-12)	NA	0%	

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
125	139	170												438

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Schedule #13—Needs Assessment

County-district number or vendor ID: 254901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The comprehensive needs assessment process provides the blueprint by which all campus needs are identified and priorities determined. It is the vehicle by which all campus activities are driven and funded. At DTR the process begins with the formation of committees led by campus leadership team members. Committee members include teachers, support staff, parents, and community members. The methodology used is the NCLB/ESSA comprehensive needs assessment process. After Committees are established they begin with an overview of the purpose and outcomes for conducting the CNA. Committees then meet periodically to determine the types of data to be examined and to analyze the information that is to be collected to develop a school profile. Using various types of school and student performance data, the committees analyze the collected data and determine the areas of strengths and needs around the eight NCLB/ESSA components: *Demographics; student achievement; school culture and climate; staff quality recruitment and retention; curriculum, instruction, and assessment; family and community engagement; school context and organization; and technology.*

Committees then develop the strategies to address each need and to put the strategies into the Campus Improvement Plan. Part of the process of review entails the examination of the effectiveness of the prior CIP. Since time, staff, and resources are limited, it is important to prioritize the campus needs. The committees use the data collected to identify student performance objectives not met, instructional and performance gaps seen in sub-groups and deficiencies in staffing, resources, attendance, and discipline. Needs are prioritized by analyzing what deficiencies most impact student achievement. Resources are allocated to the areas of the greatest need.

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Schedule #14—Management Plan

County-district number or vendor ID: 254901

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.	Turnaround Specialist	Professional Service Provider, former campus administrator (5+ years), knowledgeable in curriculum and instruction, evaluation of staff, grant operations, budget, innovative program design
2.	School Improv. Partner	ESC 20 Educational Specialists
3.	DCSI	Former campus administrator (5+ years), knowledgeable in curriculum and instruction, evaluation of staff, TAIS process and school improvement (5+ years).

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.	Develop and implement a school improvement plan (yearly)	1. Comprehensive data analysis: staff and student	09/01/2017	05/16/2019
		2. Conduct CNA & identify priorities (on-going)	09/01/2017	05/16/2019
		3. Develop SIP from CNA with staff	09/15/2017	05/16/2019
		4. Monitor & evaluate the implementation and effectiveness of SIP (MOY & EOY)	02/09/2018	05/16/2018
2.	Develop effective instructional staff	1. Dev. & use teacher effectiveness rubric. Tier staff	09/01/2017	12/22/2017
		2. Create and implement staff development plan for individual teacher/administrator with ESC20 support	09/01/2017	05/16/2019
		3. Monitor instruction and provide feedback through coaching & goal setting.	08/28/2017	05/29/2019
		4. Retain/release and recruit as needed.	12/22/2017	05/16/2019
3.	Implement transition redesign phase-in model	1. Analyze student demographics & attendance zone guidelines	01/08/2018	05/16/2019
		2. Garner community input and support. Publicize.	02/02/2018	05/16/2019
		3. Select and prepare teachers for transition	03/01/2018	05/16/2019
		4. Prepare facility for transitional grades	06/25/2018	06/26/2019
4.	Implement comprehensive education plan	1. Develop & update student profiles: performance data, attendance, discipline, demographics	09/01/2017	05/16/2019
		2. Identify instructional gaps & develop action plans with resources through staffings & PTLCS	09/05/2017	05/16/2019
		3. Implement CCISD Assessment Plan	09/11/2017	05/16/2019
		4. Monitor fidelity of curriculum delivery and guided instructional practices.	08/28/2017	05/29/2019
5.	Increase community and parent engagement	1. Form campus advisory teams and meet monthly	09/08/2017	05/16/2019
		2. Implement Family & Community Engagement Plans	09/01/2017	05/16/2019
		3. Coordinate family activities with Communities in School and Title I Parent Liaison	10/16/2017	05/16/2019
		4. Identify at risk students and families and implement case management activities.	11/01/2017	05/16/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 254901

Amendment # (for amendments only):

Part 3: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

DTR will continue with successful initiatives that are currently in place: (1) Tuesday RTI staffings that entail a team review of students' individual needs and progress to include profile development and tracking of student progress and monitoring data; (2) Professional Teaching Learning Cycle(PTLC) Mondays for targeted staff development and data discussions; and (3) Balanced Literacy and Balanced Numeracy instructional practices with emphasis on differentiated guided practice instruction and independent/collaborative learning stations.

Implementation Meetings:

Grant funds and activities will be tracked through monthly campus leadership meetings and periodic District Cabinet meetings to examine needs, coordinate funds, and to determine effectiveness of grant activities. Key stakeholders will be invited to attend meetings to provide implementation status through the submission of reports and updates.

Parent and Community Engagement Activities:

The Campus Parent Involvement Coordinator will provide opportunities for community and parent engagement activities to include learning nights, Campus Parent Advisory groups, academic functions, and participation in the district Parent Impact Conference. Campus representation at the monthly community networking meetings will also be on-going. Parent and community members will have input into grant activities and will be kept informed of the campus' progress. Communities in Schools will provide comprehensive services to at-risk students and their families through case management, training, and networked community support to break down barriers to learning and self-sufficiency.

Recruitment and retention of staff:

- Recruitment efforts supported by sign-on bonuses, competitive salaries, and CCISD's Grow Your Own Program in collaboration with ESC-20's alternative certification program will be on-going.
- ~~Effective mentoring program with on-going high-quality job-embedded staff development~~

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Schedule #15—Project Evaluation

County-district number or vendor ID: 254901

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.	Student Performance: RTI Profiles/staffing meetings.	1. Each teacher will have a running record profile of the class data. 2. Data includes ESGI, I-Station, Amplify Math, and the Writing Rubric. 3. Teachers will meet with campus leadership team twice a month.
2.	PTLC forms/meetings	1. Grade level teams will meet every Monday with administration and IC. 2. ELAR and math will be the focus of the PTLC meetings. 3.
3.	Lesson Plan Audits	1. IC and administration will review all lesson plans weekly, and provide needed feedback to teachers in a timely manner.
4.	T-TESS/ Staff Development	1. Walkthroughs of each classroom and provide teachers with timely, reflective feedback.
5.	Grant Program Review	1. Resource, budget, program activity review with campus leadership team, DCSI, and Turnaround Specialist. 2. Quarterly grant coordination with other funding streams. 3. Collaborative meetings with all partners and key staff.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Evaluation Plan is geared to transform the learning culture of the campus so as to build efficacy, ownership, and responsibility by all campus stakeholders. The collection of quantitative and qualitative data will be gathered monthly from various data sources: PEIMS (attendance, discipline, demographics); DMAC (student performance for benchmarking, curriculum based assessments and RtI progress monitoring); TTESS and the Staff Effectiveness Rubric for staff growth and needs; I-Station, Renaissance, DIBELS for student performance and tiering; STAAR reports for evaluating foundation preparedness; surveys for Summer Literacy Camp, staff development effectiveness, and parents and community input; ISAM and PSP reports for overall program review. These reports will be analyzed by the Campus Leadership Teams, individual teachers and district staff through PTLCs, Cabinet meetings, Superintendent-Principal and District Leadership Team meetings, and by the DCSI and the Turnaround specialist and ESC20 partner on a monthly basis. The data will be used to make strategic adjustments to the instructional plan according to the needs of campus and individual students and teachers. Using the Backward by Design method, Tier I instruction is planned. In addition, a review of the student checkpoints through the PTLC process and grade level meetings determines which SE's and TEKs need to be spiraled back into the curriculum and the most effective strategies for reteaching and reassessing these identified SEs or TEKs. Targeted intervention for struggling students will be provided through homogeneous groupings by student need during RtI blocks, guided reading and math stations, Summer Literacy program, and individualized/small group interventionist tutorials.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 254901

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.

The campus has been identified as a Priority campus for the last five years based on its pairing with Zavala Elementary and is going into its sixth year as Improvement Required. The development of the School Improvement Plan will follow the TAIS process as facilitated by the DCSI and the campus Turnaround Specialist. The process will entail a thorough data analysis which will lead to a comprehensive needs assessment. Once the needs assessment is completed, the campus will develop the school goals, strategies, and performance objectives as well as the formative and summative checkpoints. The planning team will be comprised of campus administration and teachers with input from parents and community representatives. The faculty will be thoroughly trained in the process and will understand the components of the plan in its entirety.

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

County-district number or vendor ID: 254901

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.

Financial Monitoring:

- Since the campus is a Title I schoolwide campus, the program goals, activities, and expenditures will be monitored monthly by the Federal Programs Director and the DCSI to ensure compliance with all regulations and fidelity to grant guidelines and specified grant activities. All expenditures will be reviewed to determine whether they are necessary, allowable, reasonable, and supplemental in nature and are tied to specific needs and strategies within both the SIP and the CIP.
- Expenditures will be tracked and a financial report will be developed monthly.
- Monthly meetings with the principal will ensure the timely use of funds.

Program Monitoring:

- The DCSI, Turnaround Specialist, and Campus Leadership Team will conduct quarterly reviews of the School Improvement Plan and will make adjustments as needed. SBDM will review implementation of the plans at mid-year and at the end of the year.
 - Campus administrators will conduct weekly lesson plan audits to ensure that teachers are adhering to the instructional calendar, scope and sequence as well as addressing the needs of different student populations.
 - TTESS observations, walk throughs, and staff implementation of training will be reviewed to develop specific actions plans for teachers as needed.
- Teacher planning sessions will be attended by a member of the campus administrator/leadership team

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.

CCISD will recruit, screen, and select external providers based on the campus's CNA needs, and cost effectiveness. External providers who have demonstrated effectiveness in working with this campus and with campuses with similar demographics, size, and type as DTR will be given priority. ESC20 will work closely with the campus to provide an array of services. They will also provide a campus profile through the Mapping a Pathway to Student Success (MAPSS) initiative to determine the strengths and weakness of the school's comprehensive program and to strengthen strategic planning efforts, and to stimulate sustainable change. They will conduct classroom walk throughs, review of the School Improvement Plan, and will provide feedback and suggestions for regarding school improvement efforts. The Turnaround Specialist will play a vital role in ensuring that the campus is on target in implementing the critical success factors and the turnaround principles for school improvement. The Specialist will be familiar with the TAIS process and will be able to assist campus and district administrators in monitoring the implementation of the grant activities and the SIP. Communities in Schools will provide services to at-risk students and families to improve academics, attendance and/or behavior, encouraging more students to stay in school, graduate and prepare for post-secondary. A full time, on-site case worker will provide comprehensive case-management to address and meet the needs of high-risk students. This partner has received a letter of commendation from TEA for outstanding achievement. Their staff are experienced and credentialed for social services and family intervention. The Grant Evaluator will be a former school administrator who has extensive experience in school operations, accountability systems, grant development, implementation, data analysis, and program reporting at the federal and state levels.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 254901

Amendment # (for amendments only):

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

The district will ensure that the Redesign Grant is aligned to the resources from other federal, state and local funding sources by ensuring the School Improvement Plan is correlated to the district and campus improvement plans and that there is coordination of funding streams in terms of budget allocations. The Redesign Grant will be supplementary to the other funding sources. Alignment of the different funding streams will be accomplished through CNA meetings of the District Leadership Team which includes the program directors, principals, and the DCSI. Staff, contracted services, supplies and materials, travel and related expenses will be shared to the extent possible according to the guidelines of each program. Additional coordination will be done through Central Office Director Cabinet meetings.

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.

CCISD has selected the Applicant Assurance Plan to provide flexibility in conducting school business for DTR. Operational flexibility will be achieved by the district's shifting the resources, processes, and practices in response to the critical needs that have been identified by the campus. The Board of Trustees will have been trained in the Lone Star Governance system and the district team has attended the District Institute for School Improvement hosted by the Texas Center for District and School Support. As a result, systems of support and accountability take precedence over established administrative pressure and operational procedures. Policies, procedures, and practices will be flexible allowing the campus administrators to make decisions and act without administrative constraints from Central Office. Campus administration will be given flexibility to make staffing decisions; select curriculum; contract for staff development; create, modify and eliminate programs; and to budget and expend funds to meet campus needs. The principal will meet with the Superintendent and the DCSI every two weeks to discuss needs and implementation strategies.

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

County-district number or vendor ID: 254901

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.

Balanced Literacy is one of the most critical features of the redesign. The components of balanced literacy follow the Gradual Release Model of instruction and are characterized by teacher modeled reading/read alouds with anchor text along with writing and write alouds (I do). Shared or interactive (we do) reading/writing followed by guided practice (we do) in both reading and writing with small teacher led groups is done daily. Independent practice (you do) in reading and writing is accomplished through learning stations or through student assessments. DTR has expanded reading blocks to 105 minutes to ensure ample opportunity for practice and feedback: Reading includes 30 minutes of Read Aloud/Reading strategies and comprehension mini lessons; 60 minutes of Guided Reading group rotations and independent/collaborative stations; and 15 minutes of direct vocabulary/sight word/high frequency word instruction.

- Curriculum is built around an anchor text. Literacy stations include: independent reading, shared reading, word work/phonics, technology (I-Station), independent writing, and vocabulary stations. Guided Reading groups consist of word work/phonics practice, sentence study, guided reading fluency practice, and reading comprehension.
- Assessments –Teachers build Anchor Text Comprehension quizzes and phonics quizzes. Teachers also assess student reading levels with running records in an on-going way to monitor student progress and reconfigure reading groups.

Another important component of Balanced Literacy is writing. DTR has provided a 45 minute daily block dedicated to writing and composition: mini lessons are presented in increments of 5-10 minutes; 20-25 minutes are spent in independent student writing (teacher conferences with 2-5 students during this time); and 10 minutes are used for student sharing

- Curriculum includes: writing process (opinion writing, personal narrative, how-to, fiction, expository, research) grammar, mechanics, spelling
- Assessments include writing rubrics, student goal setting forms, and a writing continuum rubric that is scored by teachers at BOY/MOY/EOY.

Balanced Numeracy is another evidence-based instructional focus. This initiative follows the same gradual release model as balanced literacy moving from teacher led to independent student practice. The components of balanced numeracy are: daily warm up/daily closure; whole group mini lesson; small group guided practice; and learning stations (Technology – interactive math games; application – skills practice/independent practice; math journal – critical thinking and writing with mathematical thinking; and Hands-On -Station – games, manipulatives) Math consists of a 90 minute block: 30 minutes daily warm up, whole group lesson and end of lesson reflection, 60 minutes small group rotations and station work.

Assessments: Curriculum unit tests, basic math fluency skill checks (number id, counting, missing number, greater than/less than, etc.)

Teachers meet weekly during PTLC to review lesson plans for ELAR & Math, review assessment data from prior week, and make adjustments as needed. In addition, teachers meet with admin and IC during RTI Staffing meetings to look at individual student data every 3 weeks.

Monitoring of all aspects of balanced literacy and balanced numeracy is on-going and staff development in all components is provided yearly either through PTLC or training presentations.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 254901

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.

In 2015-16 Crystal City ISD had identified 80% of its campuses (4 out of 5) as low performing schools. In 2016-17 the percentage was 40%. For 2017-18, the State accountability system has identified one campus (20%) as low performing. However, DTR is paired with the Zavala Elementary school which is currently an IR campus and is, therefore, also low-performing. The two campuses serve 835 students. The district has a vision for improving these campuses which includes the following strategies and processes:

- Implementation of the Phase-in Redesign Plan for restructuring the grade spans of DRT and Zavala Elementary along with a shift to self-contained elementary classrooms rather than departmental teaching teams.
- Utilization of an Operational Flexibility Plan to provide the campus principal with flexibility from Central Office in supporting the unique needs of campuses.
- Implementation of a district-wide Education Plan to include an aligned and viable curriculum, aligned assessment instruments and reporting tools, aligned instructional delivery model (Gradual Release), and support from campus-based instructional coaches.
- Aggressive recruitment and retention program supported by sign-on bonuses, mentoring, supportive coaching, and availability of the district's Grow Your Own program. Our turnover rate has been the district's greatest challenge with a turnover rate as high as 26% for teachers at the district level and 5 principals at DTR in the last seven years. Ensuring the stability of effective leadership and competent faculty is central to the vision of turnaround.
- Staff Development Plan that is tailored to individual teacher needs through job-embedded training with on-going support from the Turnaround Specialist, ESC20 specialists, and the Instructional Coach.
- Culture plan that fosters a learning environment that promotes and empowers teachers, staff, parents and students to excellence by eliminating barriers and establishing shared expectations for continuous improvement.
- Rigorous monitoring of processes and performance that entails on-going, in-depth data analysis of school and student performance and continuous evaluation of low performing campuses. School data will include: student performance data for placement, tiering, and intervention as well as a gap analysis of special populations for instructional adjustments; attendance and discipline for student support; walkthroughs, TTESS, and class performance of students for teacher effectiveness; staff and community surveys for determining culture and climate perceptions; and other relevant information as needed.
- Increased accountability that supports school improvement. Through the TTESS and TPESS processes staff growth will be supported, and teacher and administrator effectiveness for contract renewals will be critically reviewed. The renewal and removal process will begin as early as December of 2017 using the CCISD Staff Effectiveness Instrument.

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

County-district number or vendor ID: 254901

Amendment # (for amendments only):

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

The district has an understanding of the unique needs of the campus as addressed in the DTR CNA and has selected the phase-in turnaround model to affect school improvement. As a result of the deconsolidation of Rivera-Zavala Elementary (campus number 101) in 2014 and the assignment of its campus number to DTR, DTR is in six-year Improvement Required as a result of its being paired with Zavala Elementary that has not met accountability standards for the last six years. To ensure accountability at all levels, the Redesign Plan will implement a phase-in turnaround model that will re-configure the grade spans for both Dr. Tomas Rivera Elementary (DTR) and, subsequently, Lorenzo de Zavala Elementary (LDZ), using the following timeline: Year 1- Planning, Year 2- phase in grades 1st to Zavala Elementary and 2nd to Dr. Tomas Rivera Elementary, Year 3- phase in grades 3rd to Dr. Tomas Rivera, and Kindergarten to Zavala Elementary and Year 4- phase in part of grade 4th to DTR. School redesign will encompass the following elements: (1) **Education Plan:** The Texas Curriculum Management Program Cooperative, (TCMPC) TEKS resource system is the district's curriculum framework. A Balanced Literacy and Balanced Numeracy approach is supported with intensive training. The Instructional framework is the Gradual Release of Responsibility by Fisher and Frey. ESC 20 will provide a reading and an educational specialist for observations, training, and monitoring support. The goal is to raise the level of Tier I instruction by setting high expectations, increasing academic rigor, enhancing the quality of instructional delivery with evidenced based strategies. A new assessment and goal setting tool will be used to monitor campus performance goals for all students, make necessary instructional adjustments, and design interventions in a timely manner. All students will be tiered and interventions such as Response to Intervention (RtI) blocks within the master schedule, use of interventionists, individualized and small group tutoring will be implemented. Student-centered and data-driven instruction will characterize all aspects of the educational plan. The master schedule will be redesigned to provide more time for uninterrupted reading and math instruction. Summer Literacy Camps at a ratio of 10:1 will focus on integrating real literature with a humanities approach using art, music, drama, math, and science to actualize the meaning of text and bring literature to life. Students will be grouped by reading levels and will experience hands-on learning for 20 days. (2) **Talent Plan:** The recruitment, development, and retention of quality instructional staff and effective administrators is a primary goal. Intense recruitment efforts supported by sign-on bonuses, competitive salaries, and CCISD's Grow Your Own Program in collaboration with ESC-20's alternative certification program will be on-going. New teachers and administrators will be supported through New Teacher/Leadership Institutes, a mentoring program, and specific staff development tailored to meet individual needs. Coaching, peer observations, modeling, staff development, and guided planning will support the growth of new or ineffective staff. The district will utilize TTESS and a Staff Effectiveness rubric to evaluate, grow and retain or release teachers. (3) The school **Culture Plan** entails partnering with all stakeholders to meet the needs of all students. A commitment to strong intellectual and emotional growth of each student to meet or exceed academic standards, and a focus on promoting a positive learning environment will be key. This will entail a robust parent and community engagement plan that strives to create a parent learning community through learning nights, conferencing, and interaction with staff and other parents. For students, the district will implement a character education program that encourages responsibility, citizenship, and leadership that develops and helps students to act upon core ethical values. Community in Schools will provide case management for at risk students with academic, attendance, and behavior support. Parents will also be provided with training and counseling support. The learning environment will promote a sense of community, empowerment, high expectations, and shared decision-making. Resources, training, and on-going comprehensive support via Professional Teaching Learning Communities will increase professionalism and reinforce a commitment to learning. (4) The **Facility Plan** for the campus requires age-appropriate playground equipment for in-coming older students and additional fencing for safety. Restrooms will need to be upgraded to accommodate older students.

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

County-district number or vendor ID: 254901

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.

CCISD has selected the turnaround which requires that comprehensive change in staff and the instructional model is uniquely suited to the needs and current school culture of DTR. The campus has been working with the turnaround implementation model since 2016-17 and is well versed in the Critical Success Factors and the Turnaround Principles as well as the TAIS process. Because the principal and her staff understand the tenets of this model and are acting accordingly, progress in systems development and student achievement are making significant progress. The Principal also is dedicated to holding her staff accountable to all aspects of the campus plans for improvement.

The key activities for the redesign model encompass the following:

(1) **Education Plan:** The goal is to raise the level of Tier I instruction by setting high expectations, increasing academic rigor, enhancing the quality of instructional delivery with evidenced based strategies. The campus will be restructured from a PK-1st grade campus to a PK-4th campus with self-contained classrooms staffed by competent, effective, certified staff. The plan will also include full implementation of Balanced Literacy and Numeracy, revised assessment tools, RtI, staff development, revised lesson design, flexible scheduling and increased monitoring of instruction.

(2) **Talent Plan:** The recruitment, development, and retention of quality instructional staff and effective administrators is a primary goal. Intense recruitment efforts supported by sign-on bonuses, competitive salaries, and CCISD's Grow Your Own Program in collaboration with ESC-20's alternative certification program will be on-going. New teachers and administrators will be supported through New Teacher/Leadership Institutes, a mentoring program, and specific staff development tailored to meet individual needs. Coaching, peer observations, modeling, staff development, and guided planning will support the growth of new or ineffective staff. The district will utilize TTESS and a Staff Effectiveness rubric to evaluate, grow and retain or release teachers.

(3) The school **Culture Plan** entails partnering with all stakeholders to meet the needs of all students with an improved learning environment. Activities for parents, students, and staff are fundamental to changing the climate of a campus. Opportunities for parent and community engagement will focus on how to improve student achievement, parenting skills, and keys to success. Case management for at risk students with academic, attendance, and behavior support will also be provided. Character education will be actively taught through weekly presentations by the counselor and reinforced in the classrooms. For staff, resources, training, and on-going comprehensive support via Professional Teaching Learning Communities will increase professionalism and reinforce a commitment to learning.

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

County-district number or vendor ID: 254901

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.

The district has selected a phase-in redesign approach of adding one grade level per year because this approach will allow the district a smoother transition of the redesign plan as well as allowing the district time to restructure and organize the stages of the implementation of the program. The district feels that a full transition of 4 grade-levels in the first year of the implementation plan would be overwhelming. By transitioning one grade level at a time, the district has the opportunity to prepare the facilities, select and recruit appropriate staff, prepare the community, and train/retrain staff. One of the most critical areas will be rolling out the redesign of the campus to parents and the community and determining the attendance zones or methods for assigning students to different campuses. A yearly roll-out will entail meeting with parents and community members to provide them opportunities for asking questions, to address their concerns, and to ease the transition.

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

County-district number or vendor ID: 254901

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.

CCISD has selected the Applicant Assurance Plan to provide stability in campus leadership yet flexibility in conducting school business for DTR. The district feels that the campus has made substantial progress in developing and implementing systems to facilitate learning. The campus's implementation of shared leadership practices, instructional design and delivery, on-going monitoring and assessment of students and staff practices, parent engagement opportunities, and use of student support services have paved the way for turnaround. Policies, procedures, and practices will be flexible enough to allow the campus administrators to make decisions and act without administrative constraints from Central Office. Campus administration will be given flexibility to make staffing decisions; select curriculum; contract for staff development; create, modify and eliminate programs; adjust the instructional day and calendar; and budget and expend funds to meet campus needs. It is expected that substantial improvement in student performance will result from a continuation of these practices. The principal will meet with the Superintendent and the DCSI every two weeks to discuss needs and implementation strategies.

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

County-district number or vendor ID: 254901

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.

The district has selected a planning and gradual implementation approach to redesign. The reason for this is that a planning year allows the district time to restructure and organize the implementation phase of the program. One of the most critical areas will be rolling out the redesign of the campus to parents and the community and determining the attendance zones or methods for assigning students to different campuses. The roll-out will entail meeting with parents and community members to provide them opportunities for asking questions, to gather and analyze their input, and to obtain their support of the plan. The district also needs time to review the effectiveness of the instructional staff so as to retain, reassign, or release staff as needed to support the transformation of the school. A transition plan will be developed during this first year. Recruitment of high quality, experienced teachers will be foremost in replacing ineffective teachers. The district will be aggressive in attending recruiting fairs, advertising for positions, working with the ESC 20 applicant pool, and pursuing likely candidates. Sign-in bonuses with a two year commitment will be offered to new hires and added to the benefits offered by the district. An intensive mentoring program for first and second year teachers and staff will also be provided, beginning with a five day New Teacher Institute followed by a series of trainings throughout the year.

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

County-district number or vendor ID: 254901

Amendment # (for amendments only):

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

The district intends to contract with ESC20 to be its school redesign partner. The Service Center has expertise in all aspects of school improvement including staff development, curriculum design, teacher evaluation and certification, state assessments, student support services, accountability, and leadership development. Its staff are seasoned educators of the highest caliber who have been recruited from various districts based upon their proven effectiveness and their expertise in different areas of education. ESC20 has a proven record of assisting districts in developing teacher effectiveness, of increasing the efficiency and effectiveness of school operations, and ultimately in improving student performance. CCISD has had a long term professional relationship with ESC20 that has been very beneficial. The ESC20 staff knows CCISD and is familiar with our community, our staff, our curriculum, and our campus and district needs. They can offer customized staff development, technical support, and resources to assist the campus in its transformation. Their partnership will provide for on-site data collection with a feedback report on the status of the campus, guidance in redesign efforts and turnaround plans, biweekly campus visits, curriculum support through PD and on-site monitoring, instructional planning support, as well as administrative leadership coaching.

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

County-district number or vendor ID: 254901

Amendment # (for amendments only):

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

The leadership team is key to the success of any school and will be critical in regard to school transformation. Crystal City ISD is a small rural school district in the heart of Zavala County, historically one of the poorest and most isolated counties in Texas. The district struggles to recruit and retain high quality professional staff. Four out of the five campuses have principals with less than three years of experience in a principalship position. As such Crystal City ISD has made the decision to keep Andrea Guerrero as the campus principal. Mrs. Guerrero will begin her third year as principal at DTR. She has been successful in implementing strategies that are designed to significantly increase not only the work and competence of teachers but also the performance of students. An example of the school's success is reflected in the growth in both math and reading. In Math (as measured by M-Class Amplify Math), DTR increased the percentage of students performing at Tier 1 by 10%, and decreased the percentage of Tier 3 by 7% from 2014-2017. For reading, the campus saw a reduction in Tier 3 students by 13% and an increase in Tier 1 by 13% over a four month period, February to May. An example of one of the important initiatives begun by Mrs. Guerrero is the development of teacher leaders. Staff have undergone training in shared leadership and have embraced the opportunities provided to share in leadership decisions at grade and campus levels. Building sustainable capacity characterizes Mrs. Guerrero's leadership style.

Therefore, instead of replacing Mrs. Guerrero, the Principal will be provided additional support and professional development. She will be mentored by the Turnaround Specialist and will also be closely monitored by the Central Administration to ensure that the campus continues to grow and the design of the program is implemented as proposed. If the Principal fails to meet these duties and does not meet the milestones and timelines that have been set forth in the program, then the district will remove the principal from her current position.

A new assistant principal will be hired to fill the current vacancy. The district will strive to hire a person with experience and a proven record of success.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 254901

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: 254901

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: 254901

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

County-District Number or Vendor ID: 254901

Amendment number (for amendments only):

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

County-District Number or Vendor ID: 254901

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/Tuancy

#	Strategies for Absenteeism/Tuancy	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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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 254901

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

County-District Number or Vendor ID: 254901

Amendment number (for amendments only):

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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