Texas Education Agency
Standard Application System (SAS)

2018–2019 Technology Lending

Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	Place date stamp here.
Submittal information:	Applicants must submit one original copy of the application with an original signature, 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, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	*(stamp)* RECEIVED 2018 FEB -6 PM 4:05 TEXAS EDUCATION DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Ft. Hancock ISD	115-901		
Vendor ID #	ESC Region #		
1-746-000857	19		

Mailing address		City	State	ZIP Code
P.O. Box 98		Ft. Hancock	TX	79839

Primary Contact

First name	M.I.	Last name	Title
Yvonne	G	Samaniego	Director of C&I
Telephone #	Email address		FAX #
915-769-1607	ysamaniego@fhisd.net		915-769-3940

Secondary Contact

First name	M.I.	Last name	Title
Tomas		Chavez	Director of Technology
Telephone #	Email address		FAX #
915-769-3811 ext. 1413	tchavez@fhisd.net		915-769-3940

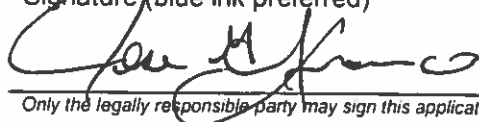### Part 2: Certification and Incorporation

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
Jose	G	Franco	Superintendent
Telephone #	Email address		FAX #
915-769-3811	jgfranco@fhisd.net		915-769-3940

Signature (blue ink preferred)

Date signed: 02/05/2018

Only the legally responsible party may sign this application.

701-18-103-231

Schedule #1—General Information

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

Part 3: Schedules Required for New or Amended Applications

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

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

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

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #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 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) 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: 115-901	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	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

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

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 115-901	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.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
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 assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for Amendment	
County-district number or vendor ID:	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A — Grand Total from Previously Approved Budget	B — Amount Deleted	C — Amount Added	D — New Grand Total
1.	Schedule #8: Contracted Services	6200	$	$	$	$
2.	Schedule #9: Supplies and Materials	6300	$	$	$	$
3.	Schedule #10: Other Operating Costs	6400	$	$	$	$
4.	Schedule #11: Capital Outlay	6600	$	$	$	$
5.	Total direct costs:		$	$	$	$
6.	Indirect cost (%):		$	$	$	$
7.	Total costs:		$	$	$	$

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	Schedule #4—Request for Amendment (cont.)		

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

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 115901	Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Benito Martinez Elementarywill be served with these funds.

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.

Our district would like to provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home. Each year we have several students who are not reading at grade level. According to our findings, some of these are ELL students who are not at grade level in English yet because of their transition from Spanish to English. A handful of these students are newcomers. Our RTI interventions are limited to in-school services. Because we lack devices to send home and parents lack internet access at home, we cannot offer students the ability to use web-based software at home. This lending program would allow students to work on foundational reading and writing skills at home. This program opportunity will add to our current strategies towards closing the achievement gap in our struggling students.

This program will also enable us to send devices home with students who ride the school bus. We currently have 10 students who ride the bus to and from Ft. Hancock and Desert Haven which is an hour and a half ride, one way. Students will be able to work on assignments as well as the web-based software we have. Student's behavior on the bus will also improve if they are able to work on engaging educational sites rather than being bored.

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

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 115-901	Amendment # (for amendments only):	

Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section, 32.301

Grant period: May 1, 2018, to August 31, 2019	Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	$3320	$	3320
Schedule #9	Supplies and Materials (6300)	6300	$46680	$	46680
Schedule #10	Other Operating Costs (6400)	6400	$	$	$
Schedule #11	Capital Outlay (6600)	6600	$	$	$
	Total direct costs:		$	$	$
	Percentage% indirect costs (see note):		N/A	$	$
	Grand total of budgeted costs (add all entries in each column):		**$50,000**	**$**	**$50,000**

Administrative Cost Calculation

Enter the total grant amount requested:	$
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$

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.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 115-901	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

#	Description of Service and Purpose	Grant Amount Budgeted
1	Waterford Professional Development Services	$750
2	White Glove Install & Update Chrome OS	$300
3	Notebook Printing	$675
4	Kajeet AIO Smartbus 5GB	$1595
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
a.	Subtotal of professional and contracted services:	$3320
b.	Remaining 6200—Professional and contracted services that do not require specific approval:	$
	(Sum of lines a and b) Grand total	$3320

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 115-901	Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	$46,680
	Grand total:	$46,680

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

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID:		Amendment number (for amendments only):
Expense Item Description		**Grant Amount Budgeted**
6400	Operating costs that do not require specific approval:	$
	Grand total:	**$**

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

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

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#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
Schedule #11—Capital Outlay (6600)			
	County-District Number or Vendor ID:		Amendment number (for amendments only):	
66XX—Computing Devices, capitalized				
1			$	$
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
66XX—Software, capitalized				
11			$	$
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
66XX—Equipment, furniture, or vehicles				
18			$	$
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
			Grand total:	$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division 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: 115-901 | 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	168	85%	Benito Martinez Elementary
Limited English proficient (LEP)	138	70%	Benito Martinez Elementary
Disciplinary placements	0	0%	Benito Martinez Elementary
Attendance rate	NA	96.85%	Benito Martinez Elementary
Annual dropout rate (Gr 9-12)	NA	NA	NA

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

School Type: ☒ 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
21	32	29	28	36	28	24								198

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Schedule #13—Needs Assessment

County-district number or vendor ID: 115-901	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.

Benito Martinez Elementary school is the only campus who will be served by this grant because we would like to target students as early on as possible in closing the reading and writing achievement gap. Our TAPR data shows that students in elementary grades struggle to pass their STAAR Reading and Math. Our elementary CILT meets frequently to discuss struggling student needs based on benchmark and 9 week assessments. They have determined that there are several students who are not reading at grade level in English. Our dual language program has helped students transition from Spanish to English; however, when it comes to reading and writing some our ELL students are still struggling. Our desired outcome is for all students to be reading at grade level in English by fifth grade. Our required outcome is meeting STARR reading and writing expectations. Two of our goals on our Targeted Improvement Plan are 1) By the end of the 2017-2018 school year, 83% of all students at Benito Martinez Elementary, in each grade level will be at or above the appropriate grade level in Reading and have a year's growth in Reading and 2) By the end of the 2017-2018 school year, 70% of all students at Benito Martinez Elementary will demonstrate grade level proficiency in Writing and have a year's growth in Writing.

We currently have an RTI committee who meets often to evaluate the effectiveness of classroom instructional strategies. Recommendations are then made. Although priority is given to students who are failing we still must support all students in their growth. All students have access to our current intervention programs; however, there are a handful that would benefit from the additional time at home to work on educational literacy software.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 115-901	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Our students, which includes a large portion of or English Language Learners, lack English vocabulary necessary to pass 4th grade STAAR Writing. Our current passing rate is 58%. We would like to provide students with devices to take home so that by the end of the 2017-2018 school year, 70% of all students at Benito Martinez Elementary will demonstrate grade level proficiency in Writing and have a year's growth in Writing.	Students would be able to have access to educational programs at home that will assist building the English vocabulary they lack which is necessary in writing. Parents would be more directly involved in their child's progress as they will be able to monitor and provide support at home. This would help students make the necessary gains by the time they take the 4th grade STAAR Writing.
2.	Our reading data shows that many of our students are not reading at grade level. Our passing rate on 3rd grade STAAR reading was 81%, our 4th grade was at 71% and our 5th grade at 85%. We would like for students to have the opportunity to be able to work on their reading skills at home this way by 5th grade students will be reading at grade level. By the end of the 2017-2018 school year, 83% of all students at Benito Martinez Elementary, in each grade level will be at or above the appropriate grade level in Reading and have a year's growth in Reading	Very limited amount of our students have mobile devices and internet access at home. Students would be able to have access to educational programs at home that will assist with foundational reading skills they lack. Purchasing Waterford software for students to use would help close gaps early. Parents would be more directly involved in their child's progress as they will be able to monitor and provide support at home. This would help all students to reach reading grade level expectations by fifth grade.
3.	10 of our students are bused in from the Desert Haven area which is more than an hour and a half drive (123miles) each way. There are times when students get bored and begin to misbehave.	Students would be able to use mobile devices on the bus ride to and from school which will not only help keep them out of trouble, but would also enable them to work on reading and writing skills. Often times they get home after dark and are unable to complete homework assignments. With a bus equipped with Wi-Fi students would be able to also work on their homework.
4.		

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Schedule #14—Management Plan		
County-district number or vendor ID: 115-901		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.	Director of C&I	Experience with Curriculum and Instruction which includes working with ELL students Principal/Administrative Certificate
2.	Director of Technology	Experience with technology devices which includes working with internet access needs at home Technology Certificate
3.	Reading Intervention Teacher	Experience with identifying & working with RTI strategies for students which includes literacy software Masters in Reading
4.	Parent Liaison	Experience with helping organize parent activities and communicating effectively with parents and teachers about student needs.
5.	Principal	Experience with organizing campus teams to work together to attain student achievement. Principal Certificate

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.	Improvement of Writing scores on 4th grade STAAR	1.	Beginning of the Year Writing assessment	08/27/2018	08/31/2018
		2.	RTI Committee meets & makes recommendations	09/03/2018	12/14/2018
		3.	Middle of the Year Writing assessment	12/14/2018	12/14/2018
		4.	RTI Committee meets & makes recommendations	12/17/2018	04/05/2019
		5.	4th Grade STAAR	04/09/2019	04/09/2019
2.	Improvement of reading levels	1.	Beginning of the Year Reading assessment	08/27/2018	08/31/2018
		2.	RTI Committee meets & makes recommendations	09/03/2018	12/14/2018
		3.	Middle of the Year Reading assessment	12/10/2018	12/14/2018
		4.	RTI Committee meets & makes recommendations	12/17/2018	05/24/2019
		5.	End of the Year Reading assessment	05/27/2019	05/31/2019
3.	Less discipline referrals	1.	Discipline Committee meets to review referrals	08/27/2018	06/07/2019
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
4.		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
5.		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX

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: 115-901	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- Our Campus Improvement Leadership Team meets periodically to monitor student achievement through examining data provided by Eduphoria, report cards, and AR reports. Teachers and staff are informed of changes to programs through weekly staff meetings.
- Our RTI committee meets every three weeks to review student data and make instructional recommendations for teachers and also set check point goals. If students who are receiving RTI make the necessary growth then the committee determines continuation of services or not. Teachers & parents of students at risk are then informed.
- Our LPAC meets every 9 weeks to review instructional strategies for ELL students that are failing and make recommendations. Parents of students that are failing are informed by their classroom teacher and a parent-teacher conference is held.
- Our ARD committee meets and discusses interventions and changes needed if SPED students are failing.
- Parents are informed of interventions and in some cases are required to attend committee meetings.

Part 4: 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.

As part of our intervention protocol students work on the Learning A-Z suite which is an online reading program. Some of our at-risk students would benefit greatly by working on the program at home, either afterschool, on the weekends or even on extended breaks. Since this is a web based program which is already purchased with Title 1 funds we would coordinate efforts by only needing to purchase the mobile devices.

We plan on having a deployment party for our students who will be chosen. Our campus administrator, technology coordinator, parent liaison, reading intervention teacher, teachers, parents, and students will all attend. At this time our Technology Lending Agreement will be signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills. Our program objectives will be explained and parents will receive a usage log and agreement. Our technology coordinator will train parents and students on how to operate internet service and mobile devices for optimized learning at home.

Our reading intervention teacher will also train parents and students on how the software is used and explain weekly usage goals for optimized learning at home.

We will ensure all participants remain committed by sending home progress reports every 3 weeks and having our campus parent liaison contact parents about questions they may have or to provide necessary assistance.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 115-901	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 Wtg Portfolios (Pk-5) Benchmarks (Grade 4) RTI Referrals (Pk-5)	1.	Students will show improvement on writing samples collected
		2.	4th grade benchmarks will show improvement
		3.	Students meeting RTI goals
2.	STAR Early Literacy (Pk-1) STAR Literacy (Grades 1-5) Waterford Program (Pk-5)	1.	Students will show gains towards reading readiness
		2.	Students will show gains towards grade level reading
		3.	Goal usage will be met & gains towards grade level reading
3.	Discipline Referrals	1.	Less discipline referrals
		2.	
		3.	
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

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.

Currently every grading period all students take STAR Early Literacy or STAR Literacy assessment to measure grade level reading. This data is collected and used to indicate which students are on target to reading at grade level. These results are sent home to inform parents of their child's progress along with ideas on how they can help at home. Those students who are at risk of not meeting grade level expectations are called in for a parent teacher conference. Our reading intervention teacher also assists teachers in analyzing data from the STAR Literacy data as well as from our reading intervention programs (Learning A-Z). This allows teachers to make the necessary changes to classroom instruction. Our RTI Committee will be responsible for choosing which 65 students will be chosen to participate in the program based on their data results. For students who have significant gaps in their reading level, we'd like to purchase Waterford software. This software is intended to close literacy gaps early. Because one of our campus goals is to have all students reading at grade level by fifth grade, reaching students early on is a benefit. We have seen success when student learning is personalized. It is our expectation that by immersing students with rich multimedia learning experiences aligned to grade level foundational skills, they will reach our campus student goals. Teachers will be able to assign assignments to students to ensure they are using the software programs effectively at home. If students in the program are not make the progress needed or who are not using the software at home, then our parent liaison will set up a follow up meeting with parents and students to help correct any problems.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 115-901	Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We currently have 41 stand-alone computers at the elementary school. These computers are in 2 computer labs and students are scheduled to go through 2 or 3 times a week for 30 minutes. Teachers have at least 3 computers in their classrooms as well as a laptop for use with their interactive white boards. We use Title 1 funds to purchase some of our software programs and devices.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 115-901	Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our existing mission is that Benito Martinez Elementary is committed to building critical thinkers and lifelong learners utilizing good character, confidence, and leadership to become productive members of society. Two of our goals on our Targeted Improvement Plan are 1) By the end of the 2017-2018 school year, 83% of all students at Benito Martinez Elementary, in each grade level will be at or above the appropriate grade level in Reading and have a year's growth in Reading and 2) By the end of the 2017-2018 school year, 70% of all students at Benito Martinez Elementary will demonstrate grade level proficiency in Writing and have a year's growth in Writing. Through the technology lending program we would like to reinforce the focus on reading and writing. There are often times that some students need additional practice at home in these areas but lack either internet access or a mobile device at home. By sending home mobile devices with internet access it is our expectation that the data will show student growth towards meeting our campus goals.

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

County-district number or vendor ID: 115-901	Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

An AIO Smartbus 5G router will be installed on our bus that takes students to the Desert Haven area. We currently have 10 students who travel to and from school for an hour and a half (123 miles). Students will be assigned a mobile device so they can work on homework assignments and/or online literacy programs purchased by the district.

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

County-district number or vendor ID: 115-901	Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The lending program would align with the current online software we have. Our at risk students would benefit from additional time to work at home after school, on the weekend, or even during extended breaks on these web based programs. For students who have significant gaps in their reading level, we'd like to purchase Waterford software. This software is intended to close gaps early. Because one of our campus goals is to have all students reading at grade level by fifth grade, reaching students early on is a benefit. We have seen success when student learning is personalized. It is our expectation that by immersing students with rich multimedia learning experiences aligned to grade level foundational skills, they will reach our campus student goals.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We are currently using Renaissance Learning to assess and monitor student reading levels. Every 9 weeks all students (Pk-5) are required to test on either STAR Early Literacy or STAR Reading. Students also must take a certain amount of AR tests, depending on their grade level per grading period. Learning A-Z suite also provides digital instruction in English Language Arts, our students use Reading A-Z, RAZ Kids and Headsprout. For math teachers use Splash Math for all students grade K-5. Science teachers use STEMScopes (Pk-5) and EduSmart programs (K-5).

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 115-901	Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Along with Chromebooks, we are also planning on purchasing SmartSpots for students to be able to access the internet at their homes. We plan on having a deployment party/meeting for our students who will be chosen. At this time our Technology Lending Agreement will be signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills. Our technology coordinator will train parents and students on how to operate internet service and mobile devices for optimized learning at home. If needed, our technology staff will be able to provide technical support to student's homes. Frequent calls home by our parent liaison will help in making sure student's devices are working properly.

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

County-district number or vendor ID: 115-901	Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We plan on having a deployment party/meeting for our students who will be chosen. Our campus administrator, technology coordinator, parent liaison, reading intervention teacher, teachers, parents, and students will all attend. At this time our Technology Lending Agreement will be signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills. Our program objectives will be explained and parents will receive a usage log and check-out agreement. Our technology coordinator will train parents and students on how to operate internet service and mobile devices for optimized learning at home. They will also inform parents how to contact them in case they need additional technical assistance. Our campus parent liaison will oversee the check-out process and will be out go-to-person for parents to report concerns to. We plan on picking up and checking if student mobile devices are working properly the second week in January. Mobile devices will be picked up and checked-in the last week of May. If the RTI Committee determines usage over the summer is beneficial, then we will have an additional meeting with summer school participants the first week in June. At this time we will once again have a deployment party/meeting to inform parents of the new goals.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

By Fort Hancock I.S.D. District Policy the District conducts an annual physical inventory of all currently assets that have been requisitioned by and delivered to the District. The results of the inventory shall be recorded in the District's files. The accounting of the technology lending equipment will be entered into an Access Database created for asset management that typically accounts for all equipment in the district. Once the equipment is ordered and received, The FHISD Technology Department will assign an asset tag with a unique tracking number to each piece of equipment through a barcode system. A Check-Out Contract will be issued to each of the participants of the program to insure that the technology equipment is used in accordance with the Acceptable Use Policy. FHISD also understands that these grant funds cannot be used to replace lost, stolen, or damage equipment.

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