Texas Education Agency
Standard Application System (SAS)

2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period	February 1, 2017, to July 31, 2020, pending future federal allocations	
Application deadline:	5:00 p.m. Central Time, September 15, 2016	
Submittal information:	**Three** complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494	*Place date stamp here* DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION 2016 SEP 15 AM 10: 56 RECEIVED TEXAS EDUCATION AGENCY
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#		Amendment #
Southwest Preparatory School	015807	Southeast 002		
Vendor ID #	ESC Region #			DUNS #
74-2875825	20			967736299

Mailing address		City	State	ZIP Code
735 S. W. W. White Rd.		San Antonio	TX	78220

Primary Contact

First name	M.I.	Last name	Title
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Telephone #	Email address		FAX #
210-829-8017	cyndy.spivey@swprep.org		210-829-8514

Secondary Contact

First name	M.I.	Last name	Title
James		Neal	Deputy Superintendent
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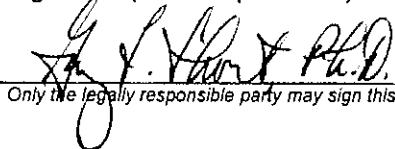### Part 2: Certification and Incorporation

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
Gary	L	Short	Superintendent
Telephone #	Email address		FAX #
210-829-8017	gary.short@swprep.org		210-829-8514

Signature (blue ink preferred)   Date signed

[signature] X. Y. Short Ph.D.   9-12-16

Only the legally responsible party may sign this application.

701-16-105-002

Schedule #1—General Information	
County-district number or vendor ID: 015807	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015807	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
No program-related attachments are required for this grant		

Part 2: Acceptance and Compliance

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

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015807	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 provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant LEA and the eligible campus for which the application is being submitted. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: 1. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 2. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it includes these terms in its contract or provisions. 3. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 4. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 5. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

7.	The LEA/campus provides assurance that if it selects to implement the **Transformation Model**, the campus will meet all of the following federal requirements:
	1. Develop and increase teacher and school leader effectiveness.
	    (A) Replace the principal who led the school prior to commencement of the transformation model;
	    (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	        i. Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	        ii. Uses the definition of *student growth* as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

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iii. Are designed and developed with teacher and principal involvement;

    (C)   Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

    (D)   Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

    (E)   Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

2.   Deliver comprehensive instructional reform strategies.

    (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

    (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

3.   Increase learning time and create community-oriented schools.

    (A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:

        i.   Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

        ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.

        iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

    (B) Provide ongoing mechanisms for family and community engagement.

4.   Providing operational flexibility and sustained support.

    (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an education management organization (EMO)).

| 8. | The LEA/campus provides assurance that if it selects to implement the **Texas State-Design Model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS).

By implementing an ECHS, the LEA/campus is delivering a whole-school reform model that:
  • Improves student academic achievement or attainment
  • Is implemented for all students in the school
  • Addresses in a comprehensive and coordinated manner:
     ○ improvement in school leadership
     ○ improvement in teaching and learning in academic content areas
     ○ professional learning for educators
     ○ student non-academic supports
In doing so, the LEA/campus will implement the following:
  1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.
  2. Provide a rigorous course of study that enables students to receive a high school diploma and complete |

the Texas Higher Education Coordinating Board's (THECB) core curriculum; or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.

3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

4. Develop and increase teacher and school leader effectiveness, in a manner consistent with the requirements of the federal school improvement grant Transformation model. I doing so, the LEA/campus must use rigorous, transparent and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement.

5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081, and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
   (A) Data to identify the population at risk of dropping out of school;
   (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
   (C) Early College brochures in all languages relevant to the school community;
   (D) Written communication plan for relevant target audiences: parents, community members, school board.
   Adapted from Texas Early College High School Blueprint, Benchmark 1

6. By the start of TTIPS full-implementation (Fall 2017), the LEA/campus will have key partnerships in place that will enable success as an ECHS. Key partnerships include:
   (A) Partnership between the school district and an institute of higher education (IHE) that:
      i. Is marked by a signed Memoranda of Understanding with current signature each year of implementation.
      ii. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
      iii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
      iv. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
   (B) Contract/partner with a Texas ECHS demonstration site or other Texas ECHS that has retained designation for at least the last four consecutive years and assessed as exemplary using the Texas ECHS Blueprint, or other ECHS selected as a match partner site by the TEA.
   Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (February 1, 2017), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.
   Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Once designated, the LEA/campus will work with a TEA approved Texas ECHS technical assistance provider, and fulfill any conditions required to maintain TEA designation status.

9. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
   (A) Beginning in TTIPS first year of full-implementation (Fall 2017), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.
   (B) By TTIPS second year of full-implementation (Fall 2018), have curriculum in place that enables

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students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.

    (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathways to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.

    (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.

    (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.

    (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

10. By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students.

Adapted from Texas Early College High School Blueprint, Benchmark 5.

11. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program that operates with:

    (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;

    (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.

    (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.

    (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas ECHS designation, no later than applications are available for schools that wish to be designated for the 2018-2019 school year.

9.	The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model**, the campus will implement in an elementary school and in accordance with the following federal and state requirements: 1. Implement in an elementary school that is eligible under this grant program; further assuring that any student receiving services funded through the grant program is enrolled in the grantee school. 2. Offer full-day kindergarten. 3. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have: (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;

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    (B) High-quality professional development for all staff;

    (C) A child-to-instructional staff ratio of no more than 10 to 1;

    (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;

    (E) A full-day program;

    (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;

    (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;

    (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;

    (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;

    (J) Program evaluation to ensure continuous improvement;

    (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;

    (L) Evidence-based health and safety standards.

4. Provide educators, including preschool teachers, time for joint planning across grade levels.

5. Replace the principal who led the school prior to the commencement of the early learning model.

6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

    (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and

    (B) Are designed and developed with teacher and principal involvement;

7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation and completion rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.

9. Use data to identify and implement an instructional program that is:

    (A) Research-based;

    (B) Developmentally appropriate;

    (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;

    (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.

10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:

    (A) Aligned with the school's comprehensive instructional program

    (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.

12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).

13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.

14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10.	The LEA/campus provides assurance that if it selects to implement the **Turnaround Model**, the campus will meet all of the following federal requirements: 1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;

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2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
    (A) Screen all existing staff and rehire no more than 50 percent; and
    (B) Select new staff
3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
    (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
    (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
    (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

11.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform Model**, the campus will meet all of the following federal requirements:
	1. Implement an evidence-based whole-school reform in partnership with a model developer.
	    (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard, published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
	    (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
	    (B) A study that shows statistically significant favorable impact on student academic achievement or attainment outcome.
	    (C) A study which used a large sample and multi-site sampling.
	3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
	4. The whole-school model must implement the model for all students in the school.
	5. The whole-school model must address at a minimum and in a comprehensive and coordinated manner:
	    (A) School leadership
	    (B) Teaching and learning in at least one full academic content area

	(C) Non-academic supports for students (D) Family and community engagement

12.	The LEA/campus provides assurance that if it selects to implement the **Restart Model**, the campus will meet all of the following federal requirements:
	1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.
	2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school as shown through an assessment of schools, currently operated by the CMO or EMO, that have produced strong results over the last three years. This is indicated by:
	    (A) significant improvement in academic achievement
	    (B) success in closing achievement gaps either within a school or relative to other public schools
	    (C) High school graduation rates
	    (D) No significant compliance issues in the areas of civil rights, financial management and student safety.
	3. Enroll, within the grades it serves, any former student who wishes to attend the school.
	If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.

13.	The LEA/campus provides assurance that if it selects to implement the **Closure Model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that rural LEAs are eligible to propose a modification to an element of the Transformation or Turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **rural LEA applicant** may propose to modify one element of the Transformation or Turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html
15.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
16.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. If it is determined by TEA that federal requirements will not be met through the proposed program, these negotiations may include additional clarifications and modifications to activities, budget, and performance targets proposed.
17.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
18.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.

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19.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
20.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
21.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
22.	The applicant will participate in formative assessments of the LEA's capacity and commitment to carry out the grant intervention models.
23.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
24.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 015807	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, Division of Grants Administration, 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) 463-7915.

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 Division of Grants Administration 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 #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

Revised Annual Budget Breakdown

Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Year 4 2019-2020	4-Year Total Budget Request
$	$	$	$	$

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	Schedule #4—Request for Amendment (cont.)		

County-district number or vendor ID: 015807	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: 015807	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement**, **system transformation**, and **sustained reform**.

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Vision and focus for school reform: Southeast Campus (SE), based on the magnitude and severity of the identified needs of the Southeast campus found by our comprehensive needs assessment process for our 81.1% at-risk student population, the campus will be implementing the TEA designed transformation model. Regarding subject specific pedagogy, staff will reflect a deeper understanding of the at-risk population served by our school. The Grant Management Team will ensure the staff is equipped to facilitate effective teaching and learning and have the capacity to successfully implement Transformation strategies. The implementation of the Transformation Model will improve student success and college and career readiness through increased teacher and leader effectiveness, improve the campus instructional program, increase learning time for students, improve campus climate through social and emotional supports, and to develop an organizational structure for sustained growth by building capacity. The school will create an effective system to support the social and emotional needs of students with the addition of a Student/Family Success Coach to our faculty, provide on-going mechanisms for family/community engagement with the addition of a Student/Family Success Coach, and increase social service and related services on site for additional support for students who are parents, who are emotionally and financially independent, who are at risk for dropping out and who are economically disadvantaged. This part of the program will positively impact student attendance, which is a leading indicator of academic success or failure, decrease the mobility rate, lessen dropouts as well as improve the overall school climate and culture. These support systems will provide the campus with an early-warning system to more proactively address and meet the needs of our students.

Sense of urgent need for change: SE has not met federal accountability requirements in reading and math for several years and performance is between 17 and 36 percentage points lower than State results. 2015 Accountability results show weakness in Index 1 (SE results 41, state results 77), Index 2 (SE results 21, state results 37), and Index 3 (SE results 23, state results 40). Index 1 calculations shows serious deficits in reading, math, science, and social studies, ranging 16 to 27 pioints behind the state standard of 60. Index 2 shows a total of 42% of students meeting or exceeding growth compared to the state total of 72%. Closing performance gaps (Index 3) shows SE campus behind state results from 10 to 47 points for the various subject areas assessed. Through a reading diagnostic instrument, we know that a majority of our students are reading significantly below grade level, which affects all areas of their education. Similarly, in math, prior state testing data suggests that students struggle with basic arithmetic. Few students have the pre-Algebra concepts needed to be successful in Algebra I. We have a math diagnostics program which requires maintenance in the form of yearly licensing fees and ongoing professional development. To assist in diagnostic screening of all students, the aforementioned reading and math diagnostic screeners will be used during the first weeks of school to determine each student's current level of skills mastery. The teachers will be better able to address the needs of these learners knowing the identified areas of weakness as well as strengths. The needs of students are paramount in guiding the needs assessment process and interventions are prioritized accordingly. Targeted sub-groups are economic disadvantaged students and student in Special Programs (Special Ed and Limited English Proficiency). Teachers feel they do not have enough time to address the differentiation needs in their classes. On our campus, the teacher-to-student ratio up to 24 to 1. With grant funds, we intend to hire instructional aides to lower the ratio and allow for individualized, small group, and targeted intervention based on student profiles built during the data-collection phase of registration.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 015807	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.

Our students need support in social skills attainment, controlling their impulses, forging and maintaining positive relationships, anger management, and reducing dependence on illegal drugs. Using grant funds, we will employ a Student/Family Success Coach and a Student/Family Success Coach who, through home studies and partnerships with community providers, will help address socioeconomic issues which prevent students from performing academically as well as their grade-level peers. We will develop a community support program is a culturally- based family strengthening and community mobilization program that assists parents and other extended family members to raise and teach their children with a positive, bicultural base. This program includes a separate curriculum that focuses on guiding and supporting students to develop active, positive, and nurturing relationships while assisting them in dealing with day-to-day struggles. The character development program is a comprehensive, indigenous-based youth leadership development program that supports and guides youth through their rites of passage process while focusing on the prevention of substance abuse, teen pregnancy, relationship violence, gang violence, and school failure.

High expectations for results: Southeast Campus will take purposeful steps to ensure teacher and leader effectiveness by providing on-going job-embedded professional development to obtain, analyze and utilize student data from formative, interim, and summative assessments to inform and differentiate instruction, increasing rigor of curriculum by using the TEKS Resource System IFD performance tasks, increasing use of locally developed student tracking tools, and by collaborating with community and other school organizations to develop a rigorous, transparent, and equitable evaluation system including input from both teachers and administrators. The system will align with the unique and flexible instructional design, will utilize multiple observations, will measure effectiveness on a continuum of skill development, will highly align with increasing teacher effectiveness through on-going job-embedded professional development, and rely on student achievement as a measure of quality. The evaluation system will be designed as a tool to reward teachers and leaders whose effectiveness results in increased student performance and increase graduation rates and Completion Rate. Additionally Southeast Campus will engage in a process of on-going job-embedded professional development that is aligned to the school's instructional program and student achievement data to ensure that the staff is equipped to facilitate effective teaching and learning.

Operational flexibilities: The Grant Management Team will provide operational flexibility by hiring appropriate staff, creating calendars and processes to monitor and measure grant activity goals, and oversee budgeting to fully implement a comprehensive approach to sustainability of the quality and depth of grant activities to ensure sufficient accomplishment of goals and objectives of the project.

Organizational structures: SWP and SE have existing organizational structures in place which will be enhanced with grant funds for additional staff for successful development/ plan/allocate tasks/ train/implement/ monitor/review/evaluate/ adjust the Transformation Model of school reform.

Existing capacity & resources: SE will take the following steps to maintain its existing capacity to provide adequate resources & related support in order to implement, fully & effectively, the required activities of the Transformation Model: Create a clear track record of student data; Increased "transparency" in processes, practices, & investments, including making public, by school, actual school-level expenditures that are associated with regular instruction, instructional support, pupil support, & school administration; Increase meaningful stakeholder engagement & support, including: parents, community leaders, teachers, & the principal will be engaged in the Transformation Program; including, evidence that 100% of teachers & staff sign a Grant Commitment Agreement to show support of the Grant Goals & Objectives; to be responsible fiscal agents of the Grant Funds, SE will ensure the alignment of the Grant Budget to the identified needs in the Grant with the assistance of the Program Manager (DCSI), the Program Data Analyst, & Leadership Team. This will allow research-based resources to enable the campus to move from a struggling dropout recovery program to a successful Transformation by substantially raising the achievement of our students; a high-quality plan for developing SWPS capacity & supporting school-level implementation of the Transformation Program Goals & Objectives.

Communication structures: The District office & DCSI will be organized to support & provide all necessary services to SE. Implementation of the Transformation Model will translate into meaningful reform & support district-wide change for all schools, & help SWPS reach its improvement goals. Continue implementation of a rigorous, transparent & equitable evaluation system for teachers & principals to analyze performance; reward effective staff or remove ineffective staff.

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Texas Education Agency

Standard Application System (SAS)

Schedule #6—Program Budget Summary

County-district number or vendor ID: 015807

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Amendment # (for amendments only):

Grant period: February 1, 2017, to July 31, 2020, pending future federal allocations

Fund code: 276

Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Total Budgeted Cost across all Years
Schedule #7	Payroll Costs (6100)	6100	$259,576	$13,174	$597,097	$30,303	$611,077	$31,013	$625,058	$31,722	$2,199,020
Schedule #8	Professional and Contracted Services (6200)	6200	$47,585	$2,415	$118,962	$6,038	$118,962	$6,038	$118,962	$6,038	$425,000
Schedule #9	Supplies and Materials (6300)	6300	$191,292	$9,708	$134,190	$6,810	$134,190	$6,810	$168,451	$8,549	$660,000
Schedule #10	Other Operating Costs (6400)	6400	$30,930	$1,570	$40,447	$2,053	$47,585	$2,415	$54,723	$2,777	$182,500
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0	$0	$0	$0	$0	$0	$0
Consolidate Administrative Funds ☐ Yes ☑ No											
Total direct costs:			$529,383	$26,867	$890,696	$45,204	$911,814	$46,276	$967,194	$49,086	$3,466,520
Percentage% indirect costs (see note):			N/A	$919	N/A	$1,545	N/A	$1,582	N/A	$1,678	$5,724
Grand total of budgeted costs (add all entries in each column):			$529,383	$27,786	$890,696	$46,749	$911,814	$47,858	$967,194	$50,764	$3,472,244

Administrative Cost Calculation

Enter the total grant amount requested:	$3,472,244
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$173,612

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.

NOTE:
- No more than $2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from February 1, 2017 to July 31, 2017. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2017-2018, 2018-2019, and 2019-2020, are designed to be full implementation years.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 015807

Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional								
1	Teacher	2	4	$40,000	$160,000	$166,000	$172,000	$538,000
2	Educational aide	4		$35,000	$140,000	$144,000	$148,000	$467,000
3	Tutor			$	$	$	$	$
Program Management and Administration								
4	Program Manager		1	$10,000	$10,000	$10,000	$10,000	$40,000
5	Program Data analyst		1	$10,000	$10,000	$10,000	$10,000	$40,000
6	Title			$	$	$	$	$40,000
Auxiliary								
7	Student/Family Success Coach	1		$30,000	$60,000	$61,000	$62,000	$213,000
8	Academic Coach	1		$30,000	$60,000	$61,000	$62,000	$213,000
9	Instructional Coach		1	$20,000	$40,000	$41,000	$42,000	$143,000
Other Employee Positions								
10	Title			$	$	$	$	$
11	Title			$	$	$	$	$
12	Title			$	$	$	$	$
13	Subtotal employee costs:			$175,000	$480,000	$493,000	$506,000	$1,654,000
Substitute, Extra-Duty Pay, Benefits Costs								
14	6112 Substitute pay			$10,000	$20,000	$20,000	$20,000	$70,000
15	6119 Professional staff extra-duty pay			$10,000	$10,000	$10,000	$10,000	$40,000
16	6121 Support staff extra-duty pay			$5,000	$5,000	$5,000	$5,000	$20,000
17	6140 Employee benefits			$22,750	$62,400	$64,090	$65,780	$215,020
18	61XX Employee stipends Specify amounts and criteria to earn stipend: Meeting annual performance goals			$50,000	$50,000	$50,000	$50,000	$200,000
19	Subtotal substitute, extra-duty, benefits costs			$97,750	$147,400	$149,090	$150,780	$545,020
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$272,750	$627,400	$642,090	$656,780	$2,199,020

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: 015807   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 (6200)

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
	Rental or lease of buildings, space in buildings, or land					
6269	Specify purpose:	$	$	$	$	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$	$	$	$

Professional and Contracted Services

#	Description of Service and Purpose	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
1	School Helath Co-Op	$2,500	$5,000	$5,000	$5,000	$17,500
2	Special Prgs Co-Op	$2,500	$5,000	$5,000	$5,000	$17,500
3	One Million Dreams LLC	$20,000	$40,000	$40,000	$40,000	$140,000
4	Math Consultant	$5,000	$20,000	$20,000	$20,000	$65,000
5	Language Arts Consultant	$5,000	$20,000	$20,000	$20,000	$65,000
6		$	$	$	$	$
7		$	$	$	$	$
8		$	$	$	$	$
9		$	$	$	$	$
10		$	$	$	$	$
11		$	$	$	$	$
12		$	$	$	$	$
13		$	$	$	$	$
14		$	$	$	$	$
b.	Subtotal of professional and contracted services:	$35,000	$90,000	$90,000	$90,000	$305,00
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$15,000	$35,000	$35,000	$35,000	$120,000
	(Sum of lines a, b, and c) Grand total	$50,000	$125,000	$125,000	$125,000	$425,000

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

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Schedule #9—Supplies and Materials (6300)

County-district number or vendor ID: 015807	Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Technology Hardware- not capitalized

#	Expense Item Description — Type	Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
					$	$	$	$	$
1	Laptop	Students	60	$700	$42,000	$21,000	$21,000	$42,000	$126,000
2	Projector	Classroom	10	$1,500	$15,000	$7,500	$7,500	$15,000	$45,000
3	Laptop	Instructors	15	$1,000	$15,000	$7,500	$7,500	$15,000	$45,000
4	White Board	Classroom	12	$2,000	$24,000	$0	$0	$0	$24,000
5									
63XX	Technology Software- not capitalized				$30,000	$30,000	$30,000	$30,000	$120,000
	Specify type/purpose: Math/Language ArtsProgram				$	$	$	$	$
63XX	Textbooks/Curricular Materials				$40,000	$40,000	$40,000	$40,000	$160,000
	Specify type/ purpose: Consumables/Manipulatives for academic support				$	$	$	$	$
63XX	Supplies and materials to be used as student incentives				$	$	$	$	$
	Specify type/ purpose:				$	$	$	$	$

Supplies and Materials that do not Require Specific Approval

6300	Supplies and materials that do not require specific approval:				$35,000	$35,000	$35,000	$35,000	$140,000
				Grand total:	$201,000	$141,000	$141,000	$177,000	$660,000

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

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Schedule #10—Other Operating Costs (6400)

County-district number or vendor ID: 015807

Amendment number (for amendments only):

Expense Item Description	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6411 Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	$10,000	$15,000	$20,000	$25,000	$70,000
6412 Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose: College Visits/Transportation	$2,500	$7,500	$10,000	$12,500	$32,500
6412/ 6494 Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	$	$	$	$	$
6413 Stipends for non-employees other than those included in 6419	$	$	$	$	$
6419 Non-employee costs for conferences. Requires 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 must attach Out-of-State Travel Justification Form, if applicable.	$	$	$	$	$
64XX Advisory council/committee travel or other expenses Specify name and purpose of council: Specify types of costs:	$	$	$	$	$
6495 Cost of membership in civic or community organizations Specify name and purpose of organization: Specify purpose of membership:	$	$	$	$	$
Subtotal other operating costs requiring specific approval:	$12,500	$22,500	$30,000	$37,500	$102,500
Remaining 6400—Other operating costs that do not require specific approval:	$20,000	$20,000	$20,000	$20,000	$80,000
Grand total:	$32,500	$42,500	$50,000	$57,500	$182,500

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

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	Schedule #11—Capital Outlay (6600)							
County-district number or vendor ID: 015807								
				Amendment number (for amendments only):				
#	Description and Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6669—Library Books and Media (capitalized and controlled by library)								
1		N/A	N/A	$	$	$	$	$
66XX—Computing Devices, capitalized								
2			$	$	$	$	$	$
3			$	$	$	$	$	$
4			$	$	$	$	$	$
5			$	$	$	$	$	$
6			$	$	$	$	$	$
7			$	$	$	$	$	$
8			$	$	$	$	$	$
66XX—Software, capitalized								
9			$	$	$	$	$	$
10			$	$	$	$	$	$
11			$	$	$	$	$	$
12			$	$	$	$	$	$
13			$	$	$	$	$	$
66XX—Equipment, furniture, or vehicles								
14			$	$	$	$	$	$
15			$	$	$	$	$	$
16			$	$	$	$	$	$
17			$	$	$	$	$	$
18			$	$	$	$	$	$
19			$	$	$	$	$	$
20			$	$	$	$	$	$
6XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)								
21			$	$	$	$	$	$
			Grand total:	$	$	$	$	$

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: 015807		Amendment # (for amendments only):	

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total student enrollment	233		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American student enrollment	64	27.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic student enrollment	161	69.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White student enrollment	5	2.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian student enrollment	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged student enrollment	213	91.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP) student enrollment	24	10.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Special Education student enrollment	25	10.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	54		2015-2016 Websmart Discipline Report
Disciplinary placements in In-School Suspension	28		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	24		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in DAEP	2		2015-2016 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2015-2016 PEIMS report #425; code #C164
Attendance rate		92.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		4.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		70.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2016 standard, mathematics (standard accountability indicator)	125	27%	TEA 2016 Accountability Summary Report.
STAAR / EOC met 2016 standard, reading / ELA (standard accountability indicator)	169	38%	TEA 2016 Accountability Summary Report.
ACT and/or SAT- Class of 2015, percent students Tested		6.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2015, percent At/Above Criteria		DNA	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	DNA		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	DNA		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2014 enrolled in a Texas Institution of Higher Education (IHE)		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 015807	Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Based on data from the 2013-2014 TAPR compared to the data from the 2014-2015 TAPR, there has been a slight increase in the percentage of Hispanic students attending SE. However, there has been a marked increase in the percentage of students attending SE who considered economically disadvatanged, which results in increased gaps in academic achievement due less access to resources, declining real income, increased maternal stress, as well as serious impacts on mental health. Economic disparity also affects students with increased peer problems, geographic mobility, as well as the schools ability to retain good teachers with experience serving large populations of low-income students. In addition, this has caused a corresponding increase in the ELL population, rising from 7.5% to 10.3%. For this population, they also experience an achievement gap and are more likely to drop out of school, have low-wage jobs and remain in poverty than their peers. Teachers who do not understand the characteristics of language learners at different proficiency levels cannot support students in their oral language and reading development.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)			
County-district number or vendor ID: 015807		Amendment # (for amendments only):	

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	21.1		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	17.9	84.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	1.1	5.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	1.1	5.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	1.0	4.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	2.2	12.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	2.9	16.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	12.8	71.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	6.1	33.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	5.0	27.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	4.8	27.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	2.0	11.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	45,632		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	41,751		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	50,827		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	41,355		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years Experience	DNA		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	2.6	12.0%	2014-2015 Websmart Personnel Report
Staff with Bachelor's degree as highest level attained	14.3	68.0%	2014-2015 Websmart Personnel Report
Staff with Master's degree as highest level attained	4.2	20.0%	2014-2015 Websmart Personnel Report
Staff with Doctoral degree as highest level attained	0	0%	2014-2015 Websmart Personnel Report

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 015807	Amendment # (for amendments only):

Part 4: Staff Demographics- Comments
Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The trend at Southeast Campus is our students typically enter our high school 2-5 grades levels below their peers in instructional skills, at-risk for dropping out, and are first generation graduates enrolling with insufficient credits to graduate on time; students also enroll with significant social-emotional needs that have not been met in the traditional school setting – one of the main aspects of our mission is to begin building a relationship with each student; it has been our experience that many of our students come with a lack of respect for authority and do not have the desire to complete high school much less go on to college. By building the student's academic, social and emotional capacity, and introducing them to tools for success (seven critical success factors, Steven Covey's 7-Habits, goal setting, problem solving strategies), the student's sense of self-worth is positively impacted and they learn the skill to become empowered, life-long learners. Our mission is to address all student's deficits by providing on-going, high-quality staff delivering rigorous curriculum and instruction with success in delivering outcomes in collaboration with all external providers through longer classes, targeted individual instruction, and by incorporating extra-curricular activities to build self-esteem. According to the 2014-15 TAPR report, Southeast Campus has a diverse student population with 81.1% of at-risk of dropping out and 91.4% considered economically disadvantaged; and with high populations of special education (10.7%), ELL's (10.3%), and a dropout rate of 4.0% report which impacts our graduation rate (70.6%). The number of dropouts has been increasing, projected to be 5.1% for school year 2015-2016 but our graduates have also been increasing, projected to be almost 80% for the Class of 2015. The Southeast Campus leadership team is comprised of staff who have been at the same campus for at least 5-6 years. Southeast Campus is an open-enrollment, college preparatory charter school with limited funds; despite limited finding, our staff has the capacity and desire to provide a curriculum that offers a rigorous and accelerated course of study, in preparatory/college readiness courses. Additionally, our staff provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study and meet the Federal and State requirements. Our current academic staff have the capacity to work with our diverse population; even though our data shows increased graduation rate and lower dropout rates, this is a result of hard work and a team effort utilizing all instructional skills; it is not uncommon for a core subject area teacher to instruct multiple grade levels and subjects daily. Our students will receive increased academic support in targeted areas from the 2 new full-time and 4 part-time teachers and 4 educational aides that will be provided by the TTIPS Cycle 5 funds which will positively impact the academic performance and meet the social-emotional needs of students in the Transformation Program. In addition to our highly-qualified teaching staff, it is apparent that the entire campus support staff assists with the improved results Southeast Campus has been experienced. In the past couple of years, frequent changes in teaching and administrative staff have negatively affected community confidence and public perception of campus stability. With the grant and associated grant activities, we can increase the capacity to positively impact staff retention. To prevent truancy issues and dropouts, it is an entire campus effort under the guidance of District and campus personnel, including but not limited to the Dropout Prevention Specialist, Student/Family Success Coach, Academic Coach, and Special Programs Compliance Officer. To ensure our students understand the transition to a Transformation Program, Southeast Campus will create a variety of communication efforts to inform students and parents, community, and key stakeholders the gift this grant will be offering. Interim benchmarks will provide a means to monitor the implementation of the coherent schedule of tasks and activities, culminating in achieving these targets in a logical and reasonable manner. The impact meetings will follow the data to ensure all students in the Transformation Program as well as those trying to enroll in the following year will have all necessary resources, specialized curriculum and high-level personnel support to achieve their academic goals.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)														
County-district number or vendor ID: 015807								Amendment # (for amendments only):						

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
22	13	14	18	20	16	19	21	25	20	22	18	15	17	260

Part 6: Teachers to Be Served with Grant Funds.
Enter the number of teachers in each grade to be served under the grant program.

In indicating numbers for Teachers, duplicate counts are permitted. For example, if a teacher instructs sections of 3rd, 4th and 5th grades, that teacher should be counted for each of those grade levels. It is understood that this might elevate the total count of teachers on this table. The actual, unduplicated number of teachers is captured in the Staff Demographics-Data table.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
1	1	1	1	1	1	1	7	7	7	10	10	10	10	68

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 015807	Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Continuous improvement will be central to the success of the Southeast Campus Transformation Model. To ensure the infrastructure & success of the Transformation Model, the Grant Management Team (GMT), in collaboration with the key partnerships, school leadership team, will meet quarterly to continually develop, establish, & improve upon a solid, quality-based management structure to oversee grant activities & to make appropriate modifications consistent with the goals & requirements of the grant. This management approach will allow for input, collaboration, & shared responsibilities among all staff involved in the Transformation Model. The purpose of the oversight is to shape the development of the program from the beginning of the grant period, with clear benchmarks to monitor progress toward specific objectives & the specified performance indicators.

Team Members: the GMT will include: Program Manager (DCSI), Program Data Analyst, Principal, Campus Support Team, Student/Family Success Coach, and Academic Coach.

Frequency/Timeline: The GMT will develop a bi-annual evaluation process that will detail the progress of activities which can be easily compared to the action plan. Ongoing communication will include: review of Transformation Model records, documents, and data; student and parent survey results; & observation through unstructured interaction with staff, community partners, & participants in the program. To ensure maintaining a high-quality Transformation Model, the GMT will be review feedback from stakeholders, campus teachers, parents, students, and community members and make appropriate modifications. The data will be used to determine if the promised activities have been carried out as contracted and projected over the 4-year grant period.

Key Activities/Strategies: GMT will monitor, inform, & guide project implementation & its impact from an objective & standardized perspective towards meeting student performance goals and outcomes. Specifically, the Program Manager will apply an accountability system that uses a system of checks & balances to ensure TTIPS Cycle 5 Grant success. GMT will be responsible for collecting initial "outcome" indicator data to establish a baseline "profile" for the grant program. Mid-annual & annual benchmarks for performance/progress that align with the project objectives & outcomes will be established. The profile & benchmarks will be compared at regular quarterly meetings to identify performance strengths, weaknesses, & needed modifications. Performance outcomes will be compiled in bi-annual outcome evaluation report in order to ensure that the grant is congruent to its stated goals. GMT will check for appropriate process documentation, appropriate data collection techniques, proper fiscal handling & reporting techniques, & fidelity. Students, staff, parents & community stakeholders will be encouraged to participate in satisfaction surveys that gather information on their level of access, "buy-in," & satisfaction with college enrichment opportunities, classroom structure, school instructional model, & parental opportunities for involvement. Feedback will be discussed at staff impact meetings, with presentations by students participating in the Transformation Model, & in district meetings, with presentations from DCSI, to assess the progress & the integrity of the implementation of the Transformation Model. GMT will develop & forward a list of recommendations for the program improvement if warranted, ensure compliance of the grant expectations, and successfully implementation of the Transformation Model to district leadership. Southeast Campus will comply with all grant monitoring expectations and activities.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015807	Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the single intervention model selected by the district/campus for implementation. Note that applicants are limited to select, design and implement a grant program in keeping with only one model and not a combination of models.

☒ Transformation

    ☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

    ☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At Southeast Campus, students lack basic social-emotional development skills as well as basic academic foundational skills. To address these areas of weakness, with the award of the TTIPs Cycle 5 Grant funds, we will be able to implement a comprehensive program of social-emotional skills development, which will address student attendance, increase graduation rates, decrease dropout rates, lower discipline referrals, increase community/parental involvement, as well as serve to retain highly-qualified staff. In addition, a majority of our students are not college-bound and this transformation model will assist in increased awareness of post-secondary opportunities as many will be first generation college students. To improve student achievement, with grant funds, we will be able to focus on decreasing foundation skill gaps, increasing opportunities tutoring, and credit recovery and increase fidelity in the classroom by aligning professional development with a comprehensive needs assessment driven by state assessment performance data and increased staff. The implementation in the classroom of strategies and procedures acquired in professional development will be monitored using observation protocols development through teacher-administration input to determine effectiveness of professional development and to monitor teacher growth. Additionally, staff who attend professional development will be responsible to share new ideas, insights, strategies, and procedures with all teaching staff. Grants funds will also allow adoption of a behavior program to facilitate student self-monitoring and appropriate responses to daily environmental triggers, as well as address inherent value of misbehavior as an opportunity for social-emotional learning. The addition of a Family/Community Specialist will augment current efforts to improve the community perception of our campus and the specialized environment that we can offer our students as opposed to a traditional school where students tend to get lost or fall between the cracks. The Family/Community Specialist will serve as a bridge between the school and the community by informing the community of parent education classes, such as basic computer skills, access to community support resources, and parenting skills, as well as interact with community stakeholders to positively change environmental values and beliefs.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 015807	Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A comprehensive needs assessment was conducted at the end of the 2015-2016 school year which included participation by teachers, parents, administrative staff, campus support staff, and district support staff. Areas of needs identified included: lowering mobility rate, increase staff, increased differentiation in math and language arts curriculum, enhance CTE course offerings, increased parent/community involvement, a need for a Community Liaison to develop a service-learning program. The committee also recognized through the data and parent input that the instructional foundation that guides students academically, socially, & emotionally to be successful in school was missing which resulted in poor attitude toward authority, low self-esteem, chronic truancy issues, potential dropouts, lack of parental engagement, & a 2-5 year instructional skills gap by high school. Through the meaningful and timely engagement of families, students, campus and district staff, and the community, a sense of commitment to the success of the Transformation Model will be created which will foster a smooth planning and implementation process through monthly meetings to ensure: (1) SE-SWPS research and select a high-quality program which includes structural elements that are evidence-based and nationally recognized as important for ensuring quality for our students; (2) provides educators, including preschool teachers, time for joint planning across grade levels; (3) uses a rigorous, transparent, and equitable evaluation system for teachers and principals; (4) which will identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement; (5) which will identify and remove staff who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (6) implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators; (7) use data to identify and implement an instructional program; (8) promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students; (9) provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring; and (10) operate in compliance with all requirements of the Transformation Model.

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Schedule #14—Management Plan

County-district number or vendor ID: 015807	Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Manage the grant, , monitor/evaluate implementation of the program, monitor/evaluate staff, monitor/evaluate data, manage grant funds in conjunction with Business Office Staff, ensure timely submission of all required reports	Masters in Education required; Knowledge and experience in all Federal Programs; minimum 5 years experience in grant management, strong knowledge of State/ Federal accountability, DCSI, TAIS process
2.	Program Data Analyst	Provide data support on all students, ensure staff have access to critical software used for student support, provide accountability projections for instructional planning, provide data for required reports	Bachelor's Degree required, experience with designing and managing databases, ability to process data files, synthesize data for tracking student progress, strong knowledge of general computer programs, knowledge of CSF's research-based instructional support, concept of sub-populations
3.	Principal	Create a design team with high-level personnel; schedule/attend frequent advisory meetings; on-going monitoring of staff and program implementation	Bachelor's Degree required, Master's Degree preferred; knowledge of Federal and State Accountability; knowledge of CSF's; Principal Certification
4.	Student/Family Success Coach	Establish relationships with all students/ parents/staff; meet with targeted students with identified social-emotional deficits; Increase parent/community engagement, partnerships, volunteer opportunities, home visits	Master's Degree in Counseling; minimum of 10 years practical experience working with social-emotional family needs; 5 years experience in middle/high school environment
5.	Academic Coach	Ability to work with diverse student populations and staff, committed to student success, strong knowledge of TEKS/ accelerated curriculum, graduation requirements, State Accountability; knowledge of curriculum/instruction/ assessment cycle	Bachelor's Degree required; Texas Education Certification in subject area to be taught; experience working with at-risk students; experience coaching teachers
6.	Teacher	Expert in subject area; able to work with diverse student populations, creative in delivery of instruction, committed to student success, enables project learning and portfolio assessment, and encourages personal freedom	Bachelor's Degree required; Texas Education Certification in subject area to be taught; experience working with at-risk students; qualifications to teach dual-credit courses preferred
7.	Educational Aide	Provide tutoring, guidance, support for targeted students	High School Diploma required, Bachelor's Degree preferred; experience working with at-risk students in middle/high school education setting
8.	Instructional Coach	Ability to supervise Academic coach, committed to student success, strengthen staff knowledge of TEKS/ accelerated curriculum, graduation requirements, knowledge of curriculum/instruction/ assessment cycle	Master's Degree required; 15 years supervisory experience; experience working with at-risk students; experience coaching teachers
9.			

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		Schedule #14—Management Plan (cont.)		

County-district number or vendor ID: 015807			Amendment # (for amendments only):	

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	School Health Co-Op	Provide health screenings, parent trainings, review school medical records, organize health fairs, training on healthy lifestyles	RN/LVN certification; 10 years experience in education setting preferred
2.	San Antonio Special Programs Co-Op	Provide training to staff on accommodations; training of in-lcassroom differenation; training on behavior management	Certified/licensed as LSSP, Speech Therapy, OT/PT, VI, AI, and Special Education certifications
3.	One Million Dreams LLC	Increase Family/Community awareness, develop a program for students for leadership development and community engagement	Bachelor's Degree required; Master's Degree preferred; demonstrated successful community involvement and projects with at-risk youth; strong experience in project management, financial planning, community impact, and employee engagement.
4.	Math Consultants	Support students in closing achievement gaps; small group instruction, targeted interventions	Bachelor's Degree required; demonstrated success working with at-risk youth; strong knowledge of subject content, State of Texas TEKS
5.	Language Arts Consultants	Support students in closing achievement gaps; small group instruction, targeted interventions	Bachelor's Degree required; demonstrated success working with at-risk youth; strong knowledge of subject content, State of Texas TEKS
6.			
7.			
8.			
9.			
10.			

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 015807	Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Southwest Preparatory School District will take the following steps to determine its capacity to provide adequate resources and related support to Southeast Campus in order to implement, fully and effectively, the required activities of the Transformation Model:

1. Create a clear track record including —
    1. Student outcomes and achievement;
    2. Make student performance data available to students, educators, external providers, and parents and use it to inform and improve instruction and services.
2. Increased "transparency" in processes, practices, and investments, including making public, by school, actual school-level expenditures that are associated with regular PK-12 instruction, instructional support, pupil support, and school administration. SWPS will report the following five categories of school-level expenditures from State and local funds:
    1. Actual personnel salaries at the school level for all school-level instructional and support staff, based on the Census Bureau's classification used in the F-33 survey of local government finances;
    2. Actual personnel salaries at the school level for instructional staff only;
    3. Actual personnel salaries at the school level for teachers only; and
    4. Actual non-personnel expenditures at the school level (if available).
    5. Actual external provider expenditures
3. Increase meaningful stakeholder engagement and support, including: parents, community, teachers, and the principal will be engaged in the Transformation Model; including, evidence that 100% of teachers, staff, students, parents, and external providers sign the Transformation Model Commitment Agreement to show support of the TTIPS Cycle 5 Goals and Objectives.
4. To be responsible fiscal agents of the TTIPS Cycle 5 Grant Funds, SWP will ensure the alignment of the Grant Budget to the identified needs in the Grant with the assistance of the Program Manager (DCSI) and the Program Data analyst. This will allow research-based resources to enable the campus to move from a dropout recovery to a successful Transformation Model by substantially raising the achievement of our students; in addition,
5. A high-quality plan for:
    Developing SE-SWPS capacity and supporting school-level implementation of the Transformation Model Goals and Objectives:
    1. The District office and DCSI will be organized to support and provide all necessary services to Northeast Campus and the external providers to ensure highest possible quality of the program.
    2. Implementation of the Transformation Model will translate into meaningful reform and support school-wide change and help Southeast Campus reach its improvement goals, implementation of CSF's, increased enrollment in the Transformation Model,
    3. Continue implementation of a rigorous, transparent and equitable evaluation system for teachers and principals to analyze performance; reward effective staff or remove ineffective staff.
    4. Create a process to provide methods to recruit, screen, select, monitor, and evaluate the commitment and effectiveness of all external providers involved in the Transformation Model

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 015807	Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide support to sustain the reform after the grant period ends?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Southeast Campus, through the Transformation Model, will be able to address the 2-3 year instructional gap in elementary/middle schools, 2-5 year instructional gap in high school by providing early childhood interventions & solid academic foundation which will increase the graduation rate. Southeast Campus has a rigorous oversight process to address these issues with limited staff by cross training campus personnel to review causes for student mobility, track attendance trends, focus on effective early childhood curriculum, vertical alignment of instruction from one grade to the next as well aligned with the State academic standards, & adopting preventative measures to decrease truancy; with the award of Cycle 5 funds, additional staff/support & external providers will be hired to assist with addressing these ongoing identified needs as well as develop & implement an Transformation Model which will ensure on-going, high-quality service from our external providers & promote success in delivering student outcomes. Impact meetings will gather, review & evaluate data to ensure the external providers & staff are meeting the needs to the students enrolled in the Transformation Model. With the commitment of the new grant project participants, student success will be evident based on the increased awareness & implementation of all CSF's. To maximize the effectiveness of Cycle 5 funds, our goal is to increase staff awareness of all areas that affect attendance/ truancy, literacy, focus on student academic growth, & decrease mobility rates by reviewing data, identifying root causes & trends, & formulating a plan to address identified needs of our student population (with an at-risk student population of 81.1%, economic disadvantaged population of 91.4% & a Special Education population of 10.7%). As an open enrollment charter school, our student population is constantly fluctuating which impacts our previously identified needs; campus leadership will review campus enrollment data on a monthly basis through ongoing data-digs to identify additional academic & social needs & concerns to ensure student success & attainment of the goals & objectives of the grant. By creating an effective method to communicate with stakeholders, community & parents/students the goals, expectations & outcomes of the Transformation Model will provide first generation students the opportunity to successful from Pre-K through high school graduation. To ensure all participants remain committed to the success of the campus Transformation Model, the Leadership Team will provide support/program evaluation/monitoring/ responses to grant participant feedback on a bi-monthly basis through Impact Meetings. The Leadership Team will report all findings to not only the campus leadership team but also to District Leadership. In an effort to address student academic/social/emotional identified needs not being met, the Leadership Team will monitor staff & provide ongoing training & support for targeted staff by developing a success plan, monitoring, & providing feedback to increase targeted staff commitment. A TTIPS Cycle 5 Evaluation Incentive Tool, using rigorous, transparent, & equitable data, will be created so all staff can monitor the campus progress on alignment with grant goals & objectives. This tool will provide staff the ability for self-evaluation to monitor individual progress to foster ownership of campus project goals & objectives. To promote the continuous commitment to the grant reform projects & attainment of the goals addressing identified needs, staff will be awarded annual financial incentives, as well as increased opportunities for promotion & professional growth. After all efforts have been implemented, if there are no changes to the level of commitment of the targeted staff including failure to meet desired campus goals, the Leadership Team will recommend to District Leadership replacement of that position. To ensure all external providers remain committed to the success of the SE-SWPS Transformation Model, the Leadership Team & District Support Staff (DCSI) will develop a rigorous, transparent oversight process for each provider documenting student participation, academic success, high quality service, retention in the provider's program in order to remain a viable part of the Transformation Model. A parent survey will be created to gauge if targeted academic, social & emotional needs have been met. After reviewing all data, the Leadership Team will communicate with stakeholders, parents, students, campus/district staff the results of the evaluation & survey; & provide celebrations of successes or program revision strategies. In an effort to sustain the project's success, Southeast Campus will continue the transition to an Transformation Model by: attracting parents as partners who are motivated to have a jump start on their child's educational path & increasing weighted ADA to financially support the identified needs; generating substantial revenue by creating an additional non-profit entity, Southwest Preparatory School Education Foundation, with plans to provide enough funding to sustain the program after the grant period ends; multi-lingual communication endeavors will be put in place to advertise & create partnerships to enhance our Transformation Model. The capacity gained through the transition to the Transformation Model will create lasting change to our campus/student culture/climate that will ultimately empower parents, resulting in decreased dropout/mobility rates, & increased attendance/parental engagement/academic performance/school pride/self-esteem/graduation rates for our students at SE-SWPS.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 015807	Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process for developing the Southeast campus' performance goals has been/is a continual process of reviewing the current NCLB Comprehensive Needs Assessment (CNA) used for the Campus Improvement Plan (CIP) to support the campus' ability to exit lowest-performing status. The process of developing the CNA included participation from parents, local community based organizations, teachers, campus leadership and district leadership. The site based committee that developed the CIP consists of parents, teachers, administrators and local community based organizations. The academic, social and emotional needs of the students identified by the committee were summarized in the CNA along with the demographics of the school and included all facets of the school. In addition to the CNA, campus principal, DCSI, PSP, and district support staff made presentations about their respective areas indicating what changes if any should be made for the next year for budget planning and program improvement and those recommendations in addition to the CNA were useful in developing goals for this grant. When reviewing the expectations for Transformation Model, the leadership team was asked to examine the campus data and program guidelines and expectations; review/recommend goals for the grant; and after discussing with the stakeholders, to finalize goals. Once all the information was collected the grant writing team reviewed the recommendations and supporting data to determine which goals would be included and what new additional goals would be needed to meet the requirements of the Transformation Model. These recommendations were carefully reviewed for performance method and performance standard. As the Southeast campus set goals, campus staff were careful to clarify the measures for each goal. Groups involved in development of the goals included: district leadership, campus leadership, campus staff, students, and parents. SE-SWPS will continue the challenging yet attainable process to identify performance measures that will result in substantially improved student achievement and enrollment growth in the new Transformation Model.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Campus data is collected on a daily and weekly basis from the Student Information System used by Southwest Preparatory School. This data includes attendance, withdrawals, course completions, course schedules, mobility, graduation, demographics, and enrollment; assessment results are downloaded weekly from ETS. The data is transferred into the various locally developed student tracking tools and will be used for the TTIPS Data Tracking Tool which all staff have access to at any time on-site. Staff are introduced to these data resources during Inservice; additional training occurs during weekly PLC's with the TTIPS Cycle 5 Student/Family Success Coach and usage is monitored throughout the year by the Accountability Dept. The GMT Impact meetings will focus on prioritized needs using the locally developed tools and the TTIPS Data Tracking Tool on a bi-monthly basis. A TTIPS Cycle 5 Evaluation Incentive Tool, using rigorous, transparent, and equitable data, will be created so all staff can monitor the campus progress on alignment with grant goals and objectives. This tool will provide staff the ability for self-evaluation to monitor individual progress to foster ownership of campus project goals and objectives. Staff will be trained to analyze dis-aggregated data using Eduphoria to become more proficient at making data-driven decisions for instruction. Data will be reviewed during PLC's with Student/Family Success Coach to target instruction and identify needs and trends of students, analyze which TEKS (organized by STAAR classification – readiness, supporting, process) are more difficult to teach, and analyze performance gap of students and the distribution of scores by teacher. Analysis of teachers perception of the hardest to teach standards will be incorporated during Boot Camp and ongoing throughout the year during PLCs. The PSP will work with staff that have identified particular SE's they find difficult to teach and transform their competencies in these areas. Teacher observations by campus administrators will provide the means to monitor and support targeted staff to reach their full potential. Staff will work with students and parents to review student successes and targeted areas of instruction. Students will also learn to track their own progress via Lead4ward resources. Color coded "maps" of student performance will be created at the student expectation (SE) level of the TEKS that will help campus leaders to identify critical areas for teacher support and create the context for the level of direction of professional development. The GMT will report all findings to not only the campus leadership team but also to SALT.

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Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: 015807	Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. 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

Continuous improvement will be central to the success of the Southeast Campus Transformation Model. To ensure the infrastructure & success of the Transformation Model, the Leadership Team, in collaboration with the school leadership team, will meet to continually develop, establish, & improve upon a solid, quality-based management structure to oversee grant activities & to make appropriate modifications consistent with the goals & requirements of the grant. This management approach will allow for input, collaboration, & shared responsibilities among all staff involved in the Transformation Model. The purpose of the evaluation is to shape the development of the program from the beginning of the grant period, with clear benchmarks to monitor progress toward specific objectives & the specified performance indicators. The Program Manager (DCSI), Program Data Analyst, & Campus Leadership Team will monitor, inform, & guide project implementation & its impact from an objective & standardized perspective. Specifically, the grant program will apply an accountability system that uses a system of checks & balances.

Staff will be trained to analyze dis-aggregated data to become more proficient at making data-driven decisions for instruction. Data will be reviewed during PLC's with Student/Family Success Coach, Academic Coach, and the Instructional Coach to target instruction and identify needs and trends of students, analyze which TEKS are more difficult to teach, and analyze performance gap of students.

Prior to the school year, student performance data should be selected from multiple resources and reviewed. To do this successfully, a plan must be developed that will set forth processes to collect important data throughout the school year, forming a blueprint for gathering key descriptive information. By placing an emphasis on evaluating student progress, we will monitor periodic assessment data which will provide immediate results of student performance in relation to key standards-based skills in content areas and grade levels.

Analysis of teachers perception of the hardest to teach standards will be incorporated during job-embedded professional development and ongoing throughout the year during PLCs. The Instructional Coach and Principal will work with staff that have identified particular measurable outcomes they find difficult to teach and transform their competencies in these areas. Teacher observations by campus administrators will provide the means to monitor, support, collaborate, and provide feedback to all staff to reach their full potential. Those teachers who continue to struggle will be provided with additional, targeted professional development.

Staff will work with students and parents to review student successes and targeted areas of instruction. Staff will develop a deep of understanding of each of the readiness standards. Color coded "maps" of student performance will be created at the student expectation (SE) level of the TEKS that will help campus leaders to identify critical areas for teacher support and create the context for the level of direction of professional development.

The Leadership Team will report all findings to not only the campus leadership team but also to District Leadership. In an effort to address any areas of identified needs through the Transformation Model monitoring process, the Leadership Team will provide ongoing training and support, develop a success plan, monitor, and provide feedback to all targeted staff to increase commitment and dedicate necessary resources. To promote the continuous commitment to the grant reform projects and attainment of the goals addressing identified needs, staff will be awarded annual financial incentives, as well as increased opportunities for promotion and professional growth. After all efforts have been implemented, if there are no changes to the level of commitment of the targeted staff including failure to meet desired campus goals, the Leadership Team will recommend to District Leadership replacement of staff.

Continuous use of student data to differentiate instruction, integrate technology, and provide data for instructional decision making on a daily basis will be a non-negotiable part of the Transformation Model process for Southeast Campus. The Student/Family Success Coach and Instructional Coach will monitor and report to the Principal the effective use of data through walk-through observations, PLC conversations, data walls, and review of weekly lesson plans.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015807	Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:
- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The current rigorous district review process will be expanded in partnership with the TTIPS Cycle 5 Committee input and community stakeholders to select high-quality and best-fit external providers for our diverse population of students for the proposed Transformation Model. As an open-enrollment charter school, our students come from predominantly within the boundaries of Bexar County, Texas. Per our identified interventions in the TTIPS Cycle 5 grant, a reasonable sized pool of prospective external providers will have the opportunity to bid on providing the following services: (1) school health services, (2) special program related services, (3) One Millions Dreams LLC, (4) Math Consultant and (4) Language Arts Consultant.

All potential external providers mentioned must have a high level of experience and reputation working with a diverse population by providing interventions and remediation as necessary, a shared vision and common expectations for students and parents, a focus on rigorous instruction, a nurturing culture that provides students with access to safe, well-planned physical facilities and services, student support systems including tutoring, counseling and mentoring, collaborative teaching and professional development, and reduced barriers to educational access for first generation graduates. By working in close partnership, SE-SWPS and external providers will be able to serve students in a more personalized and efficient manner that leads to higher levels of student success. The Grant committee will review the pool of providers statisitcs/resumes/success rates and present the data to the Principal and DCSI for review. A synopsis of the review results will be presented to the Leadership Team and TTIPS Cycle 5 Committee for the final selection. It is imperative that the selected providers have the ability to work with our diverse student population. The Leadership Team and TTIPS Cycle 5 Committee will conduct a risk-assessment related to contracting and execute the final selection and procurement process. They will provide a summary to the District Leadership Team to communicate the final outcome.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015807	Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:
- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We propose to procure the following external providers to enhance the capacity of the Transformation Model: School Health Co-Op, San Antonio Special Programs Co-Op, One Million Dreams, and Math/Language Arts Consultants. All external providers will be clearly aligned with the budget and specific strategies, Schedule 8.

The selection process will ensure that External Providers are equipped to facilitate effective teaching, modeling, and learning and have the capacity to assist with implementation of school reform strategies. The process used to recruit, select and provide oversight to external providers is:

1. Identify clear purpose and reasons for contracting with an external provider.
2. Research-based approach to support all CSFs
3. Proven success transforming struggling schools
4. Engage stakeholders in the clarifying need and ensure the selection process is transparent to stakeholders.
5. Articulate the goals of the relationship including measurable expectations.
6. Create conditions to attract multiple high quality providers with the skills necessary to meet the students' needs.
7. Budget adequate funding to support relationship for the duration of contract.
8. Develop a rigorous and transparent process to select a partner whose experience and qualifications match the specified goals.
9. Negotiate a contract outlining roles and responsibilities of the external partner which articulate the grant expectations.
10. Provide support as needed and appropriate.
11. Evaluate the partner's progress toward goals.
12. Monitoring and evaluation process will determine if external provider is meeting grant goals and objectives; will be replaced if not successful.

Any requirements for outside providers to provide services or facilities or equipment, if totaling more than $50,000.00 in value will be advertised and competitively bid following Texas Education Code 44.031 (a);(b).As part of the continual process to ensure quality and transparency in the relationships with external partners, for bids over $50,000.00, Southwest Preparatory will create a selection rubric based on the schools prioritized needs before soliciting external contractual partnerships. The rubric will be used to select the partner that will become a stakeholder in expanding the Southeast Campus program and enhancing the lives of our students.

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

County-district number or vendor ID: 015807	Amendment # (for amendments only):

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from February 1, 2017-July 31, 2017. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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1.	Select all external providers
2.	Train staff on new protocols
3.	Create a master schedule to allow educators, including preschool teachers, time for joint planning across grade levels
4.	Replace the principal
5.	Enhance rigorous, transparent, and equitable evaluation systems for teachers and principals
6.	Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions
7.	Use data to identify an instructional program that is: research-based; developmentally appropriate; vertically aligned from one grade to the next as well as aligned with State academic standards; promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
8.	Recruit/hire staff with high qualifications and required certifications as necessary
9.	Determine need for high-quality, job-embedded professional development
10.	Enhance student data tracking tools to collect relevant data
11.	Review campus budget for financial expectations
12.	Develop marketing plan to advertise Transformation Model to community
13.	Schedule Open Houses for parent and community
14.	Review campus capacity and resources needed to implement Transformation Model
15.	Create job descriptions and expectations for all grant funded positions
16.	Review rigorous, transparent, and equitable evaluation system for teachers and principals
17.	
18.	
19.	
20.	

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

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Statutory Requirement 4: Coordinated and Integrated Efforts. 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?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At the current time, SE-SWPS has an established infrastructure that allows for: weekly PLC meetings which are core-subject specific or grade-level specific to analyze student data and share successful intervention strategies. In addition to campus PLC's, the staff also participate in District PLC's by subject area to review data trends across all student populations each grading period.

SWPS has an established and effective communication process in place to provide transparent expectations and other relevant information. District Leadership meets weekly, and all relevant information is shared in the Principal's Leadership Meeting, led by the Superintendent, which occurs the following day. Information from the Principal's Leadership Meeting is then shared during the Campus Administrative Team Meetings and Campus Staff Meetings.

A systemic process is in place in our District Office for recruitment, hiring, effective/transparent teacher/principal appraisal system, procurement, inventory management, state required data reporting, financial accounting, Federal and State program compliance, Special Programs compliance, program evaluation, state assessment, attendance management including truancy and dropout prevention and recovery, operational procedures, curriculum and instruction support, development of student data collection tools, information and technology services, instructional materials, and fiscal transparency. To maximize the effectiveness of the grant funds, SE-SWPS will incorporate all new activities and interventions into the existing systems.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 5 implementation, the principal's first year at the applicant organization must have begun at or during school year 2015-2016. The principal may not have been principal of the applicant organization prior to school year 2015-2016.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	Michael Tamaren
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	February 2017

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015807	Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the ***option*** to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

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

County-district number or vendor ID: 015807	Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	Data sources will include State Assessment data disaggregated using Eduphoria software for making instructional decisions, lesson plans, data from formal and informal classroom assessments to be disaggregated using Eduphoria software and locally developed student tracking tools, PEIMS, Websmart, state reporting systems; a committee of teachers, principal, and IHE Liaison will be established to develop, train, implement and monitor student learning objectives at 2 points in time
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	A multi-dimensional observation tool will be used in conjunction with collected evidence to evaluate and inform each teacher's performance and professional needs as an ongoing system of continuous improvement to ultimately impact student performance which will use multiple formal and informal observations to provide teachers with actionable, timely feedback, allowing them to make efficient and contextual professional development choices that lead to refinement of their practices; this process is not only for teachers but includes Principals as well.
Describe how the evaluation system was developed with teacher and principal involvement:	In collaboration with community & school organizations, a rigorous, transparent, equitable teacher evaluation system was developed including input from both teachers & administrators. The system aligns with the unique, flexible instructional design, incorporates the CSFs, utilizes multiple observations, measures effectiveness on a continuum of skill development, aligns with increasing teacher effectiveness through professional development, relies on student achievement as a measure of quality. Various dimensions are incorporated such as: design of clear/well-organized, sequential lessons reflecting best practice in early learning curriculums, align with standards, appropriate for diverse learners; use of formal/informal methods to measure student progress, manages/analyzes data to inform instruction; ensures high levels of learning, social-emotional development/achievement; plans engaging/flexible lessons that encourage higher-order thinking; supports all learners in their pursuit of high levels of academic & social-emotional success; uses content/pedagogical expertise to design & execute lessons, related content & student needs; clearly/accurately communicates to support students/engage parents, deeper learning/effective effort; differentiates instruction, aligning methods/techniques to meet our diverse student needs; formally/informally collects/analyzes/uses student progress data & makes needed lesson adjustments; organizes a safe/accessible/efficient classroom; reflects on his/her practice; enhances the professional community; demonstrates leadership with students, colleagues, & community members in the school, district & community through effective communication & outreach. Additionally, an evaluation system will be utilized to monitor effective leadership for our campus Principal & the DCSI with the following expectations: will be effective instructional leaders, using data to monitor progress & determine effective, rigorous instructional decisions; will implement interim benchmarks to track classroom trends & determine appropriate interventions; observe staff ensuring they have the capacity to use data to drive effective instructional practices; engage in joint decision making interventions; focus on academic results; continuous monitoring in the form of walkthroughs to make sure teachers can describe, plan, & implement strong, rigorous instruction & ensure students are authentically engaged in cognitively challenging & differentiated activities.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	To promote staff effectiveness and the continuous commitment to the Transformation Model and attainment of the goals addressing identified needs, staff will be awarded annual financial incentives, as well as increased opportunities for promotion and professional growth. The TTIPS Cycle 5 Tool will assist staff and Principals in their continuous monitoring efforts by making all pertinent data available and transparent to guage progress towards attainment of Transformation Model goals.
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	An established protocol is in place for any staff not exhibiting a high level of commitment to the Transformation Model and goals. Staff will be placed on a growth plan or a TINA (Teacher in Need of Assistance) which will include: assigned mentor, increased monitoring and feedback, assigned professional development in struggling areas, and targeted benchmarks to reach desired professional expectations. Weekly data digs (review and disaggregate student grades, attendance, discipline, benchmarks, prior state assessment results, universal screener results, grades) will support all staff and target interventions for both struggling students and teachers.
Describe the criteria established for educator removal:	An established protocol is in place for Campus Leadership in collaboration with District Leadership and Human Resources to provide guidance towards appropriate procedures and interventions for struggling teachers, strategies to rectify the situation, and formal documentation for dismissal of an ineffective teacher. After all efforts have been exhausted by the Principal and DCSI, if there are no changes to the level of commitment to the Transformation Model and the effectiveness of the targeted staff including failure to meet desired Transformation Model goals, the Leadership Team will recommend to District Leadership replacement of that position.

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Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform Model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner that will be in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	N/A
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015807	Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2017-2018 school year to sixty (60) by the start of 2018-2019 school year:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2017, to support student success in college-level coursework and continued post-secondary education pursuits:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015807	Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.	N/A
Indicate if the campus will partner with community-based provider or off-site campus to deliver key components of the model; such as staffing or facilities needed to deliver a grade-level or other educational program. If such a partnership will exist, describe how the campus and LEA will ensure all students benefitting from the grant are enrolled at the eligible grantee campus.	N/A

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015807	Amendment # (for amendments only):

Statutory Requirement 14: High-quality preschool programming (continued)

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	N/A
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 15: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 16: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 17: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	N/A
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	N/A
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications.	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)		
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Statutory Requirement 18: Operations under a Charter School Operator, CMO or EMO.
Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.
In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.
Applicants not proposing a Restart model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 19: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school in a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to a higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015807

Amendment # (for amendments only):

TEA Program Requirement 1: Interventions and Resources to meet Model Requirements– IMPROVE THE INSTRUCTIONAL PROGRAM

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *improve the instructional program* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *improve the instructional program*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Improve the Instructional Program*	
	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	Train staff on monitoring student progress on research-based software (Use of Eduphoria to make data-driven decisions, monitor all locally developed student tracking tools)	The Program Manager and Program Data Analyst, in conjunction with campus and district staff, will oversee training on data disaggregation.
2.	PLC Meetings/Data-Dig Strategies	Principal, in conjunction with support Program Manager and Program Data Analyst as needed, will organize and plan meeting. Hiring of substitutes required for staff when classroom instruction is impacted.
3.	Math Consultant Company/Language Arts Consultant Company	Principal, in conjunction with support Program Manager will review a pool of external providers and make a selection. Students will require laptops to support academic software, staff will require classroom interactive whiteboards with projectors and laptops. Use of supplemental curriculum supports and manipulatives for students.
4.	Develop strong understanding of State and Federal Accountability Standards, TAIS process	The Program Manager and Program Data Analyst will oversee periodic trainings.
5.	Review data from CBA's with the assistance of PSP	The Program Manager and Program Data Analyst, in conjunction with PSP, Instructional Coach and Academic Coach, will review and present findings to Principal and staff and plan/implement necessary adjustments as needed. Use of supplemental curriculum supports and manipulatives for students.

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Texas Education Agency

Standard Application System (SAS)

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015807	Amendment # (for amendment only):

TEA Program Requirement 2: Interventions and Resources to meet Model Requirements- INCREASE TEACHER QUALITY

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the <u>key interventions</u> the campus will implement to *increase teacher quality* in order to achieve increased academic performance.
- Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to *increase teacher quality.*

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Teacher Quality*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	Provide in-depth training to leadership to access data, interpret data and make data-driven decisions (Use of Eduphoria to make data-driven decisions, Use of Lead4ward resources to analyze performance gap of students and the distribution of scores by teacher, locally developed student tracking tools)	The Program Manager and Program Data Analyst oversee training on data disaggregation.
2.	Annual Boot Camp	Travel for staff planned as an opportunity to review prior year success as well as brain-storming/strategizing ways to improve areas of weakness with targeted professional development and team building activities designed by program Manager, Instructional Coach with support from Campus Leadership and District Support staff over 2-3 days prior to the beginning of school.
3.	Walkthroughs – Principals/Teacher Leaders/Career Teacher Leaders/Student/Family Success Coach (announced and unannounced)	The Principal, Instructional Coach, and Campus Administrative staff, with support from Program Manager, will conduct walkthroughs/observations.
4.	Develop strong understanding of State and Federal Accountability Standards	The Program Manager and Program Data Analyst will oversee periodic trainings.
5.	Provide Professional Development and/or Coaching based on identified needs	A staffing CNA will be developed under the guidance of the Program Manager, Principal, Instructional Coach, and Academic Coach to identify staff training needs. Staff will attend in- and out-of-state conferences supporting this intervention.

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TEA Program Requirement 3: Interventions and Resources to meet Model Requirements- INCREASE LEADERSHIP EFFECTIVENESS

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase leadership effectiveness* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase leadership effectiveness*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Leadership Effectiveness*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	Provide in-depth training to leadership to access data, interpret data, make data-driven decisions	The Program Manager and Program Data Analyst oversee training on data disaggregation.
2.	Walkthroughs/Observations on Principals;Teacher Leaders;Career Leaders;Academic Coach;Student/Family Success Coach (announced and unannounced) to evaluate staff effectiveness	The Program Manager and Instructional Coach will conduct walkthroughs/ observations and provide feedback with plans for interventions as needed.
3.	Introduce Narrow Gate Process; implement Grant Commitment Agreement	The Program Manager, District Leadership and Instructional Coach will introduce Narrow Gate and coordinate with HR for final decisions; and implement commitment form process
4.	Review data from CBA's	The Program Manager and Program Data Analyst, in conjunction with PSP, Instructional Coach, and Academic Coach, will review and present findings to Principal and staff.
5.	Professional Development to promote Instructional Leadership with Principals, Instructional Coach, Academic Coach and Student/Family Success Coach	A staffing CNA will be developed under the guidance of the Program Manager, Instructional Coach, and the Principal to identify staff training needs. Staff will attend in- and out-of-state conferences supporting this intervention. Job-embedded professional development will occur upon staff return to campus.

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TEA Program Requirement 4: Interventions and Resources to meet Model Requirements- INCREASE USE OF QUALITY DATA TO INFORM INSTRUCTION
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase use of quality data* in order to achieve increased academic performance.
- Provide a *description* of *grant costs* named in the Budget Schedules, indicating how costs will support the intervention to *increase use of quality data*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Use of Quality Data to Inform Instruction*
Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1. Train staff on data-disaggregation and monitoring use of student achievement data from all software/locally developed tools to drive instruction	Under the guidance of the Program Manager, Program Data analyst, Principal, Math Consultant, and Language ArtsConsultant, staff will be trained on existing and new software programs purchased with grant funds. Laptops for staff will be required.
2. Software to support student deficiencies in math and language arts	Principal, Instructional Coach, Academic Coach and Student/Family Success Coach will work with staff to select appropriate software for student support based on data analysis of student needs with support from Program Data Analyst as needed. Students will require laptops to support academic software, staff will require classroom interactive whiteboards with projectors and laptops.
3. PLC Meetings/Data-Dig/Differentiation Strategies	Hire substitutes as necessary for teacher to attend vertical/horizontal PLC meetings with other grade levels and District support staff. Training will be provided in part by Special Programs Co-Op.
4. Implement strategies provided by Math/Language Arts Consultant Company, PSP data	Teachers will coordinate with Math/Language Arts Consultants to ensure students who need additional academic support will be given appropriate activities.
5.	

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TEA Program Requirement 5: Interventions and Resources to meet Model Requirements- INCREASE LEARNING TIME

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase learning time* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase learning time.*

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Learning Time*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	Develop/implement RTI Matrix for cohort-based academies to allow flexible schedules using a universal screener	Grant funds will allo purchase of software for universal screening and program for acquiring targeted skills for identified students.
2.	Summer Bridge	Professional and support staff extra-duty pay will allow a program of targeted instruction to be offered in the summer for identified students. Use of supplemental curriculum supports and manipulatives for students.
3.	Saturday School	Professional and support staff extra-duty pay will allow a program of targeted instruction to be offered for identified students. Use of supplemental curriculum supports and manipulatives for students.
4.	Before/After School tutoring	Professional and support staff extra-duty pay will allow a program of targeted instruction to be offered for identified students. Use of supplemental curriculum supports and manipulatives for students.
5.	Service learning activities and projects	Principal and Student/Family Success Coach, in conjunction with One Million Dreams, will develop activities and implement.

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TEA Program Requirement 6: Interventions and Resources to meet Model Requirements- INCREASE PARENT/COMMUNITY ENGAGEMENT

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the *key interventions* the campus will implement to *increase parent/community engagement* in order to achieve increased academic performance.
- Provide a *description of grant costs* named in the Budget Schedules, indicating how costs will support the intervention for *parent/community engagement.*

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Parent/Community Engagement*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	Hire Student/Family Success Coach	The Student/Family Success Coach will be the point of contact for students, parents, as well as One Million Dreams to facilitate student and family success. Student/Family Success Coach will also coordinate with School Health Co-Op staff to plan activities.
2.	Open House/Fall-Spring Festivals/Before School Kick-Off under direction of Student/Family Success Coach	The Student/Family Success Coach, in conjunction with One Million Dreams, will facilitate planning and implementation of various motivational activities with the support of campus staff.
3.	Share positive school communication by Student/Family Success Coach	The Student/Family Success Coach, in conjunction with One Million Dreams, will introduce the program and provide periodic updates to all stakeholders
4.	Provide community education to targeted families	The Student/Family Success Coach will determine needs and facilitate organization and delivery of classes to support needs of parents with support from School Health Co-Op, campus staff, Program Manager
5.	Develop partnerships for mentorships, signature experiences, physical development activities, and sustainability	The Student/Family Success Coach, in conjunction with One Million Dreams, will determine needs and facilitate organization and delivery necessary services to support needs to students as well as oversee planning and delivery of Signature Experiences as well as the development of partnerships and mentors for students.

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TEA Program Requirement 7: Interventions and Resources to meet Model Requirements- IMPROVE SCHOOL CLIMATE

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *improve school climate* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *improve school climate.*

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Improve School Climate*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	Develop Community Service projects for all grade levels	The Student/Family Success Coach, in conjunction with One Million Dreams, will determine needs and facilitate organization and implementation of projects
2.	Protecting children's psychological safety (e.g., children feel secure, relaxed, and comfortable rather than disengaged, frightened, worried, or stressed)	The Student/Family Success Coach will support staff to ensure a safe environment.
3.	Provide opportunities for social, emotional and civic instruction	The Student/Family Success Coach, in conjunction with One Million Dreams, will determine needs of students and develop and implement instruction as needed to support social-emotional needs to students
4.	Provide instruction, information and guidance in interpersonal relationships as the foundation for learning and human development	The Student/Family Success Coach, in conjunction with One Million Dreams, will determine needs of students and develop and implement instruction as needed to support needs to students
5.	Supporting parents/guardians raising socially, emotionally and ethically healthy children	The Student/Family Success Coach, in conjunction with One Million Dreams, will determine needs of families and develop and implement instruction as needed to support needs to students

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 015807	Amendment number (for amendments only):

No Barriers

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

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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

County-District Number or Vendor ID: 015807	Amendment number (for amendments only):

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

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

Barrier: Gang-Related Activities

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

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Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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