Texas Education Agency
Standard Application System (SAS)

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

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		Write NOGA ID here:
Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	
Grant Period	February 1, 2017, to July 31, 2020, pending future federal allocations	
Application deadline:	5:00 p.m. Central Time, September 15, 2016	Place date stamp here.
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	RECEIVED TEXAS EDUCATION AGENCY 2015 SEP 15 PM 2: 22 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
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 #
Manor ISD	227-907	Manor Excel Academy / 002	

Vendor ID #	ESC Region #		DUNS #
1746003097	13		050223239

Mailing address		City	State	ZIP Code
10335 US Highway 290E		Manor	TX	78653-4686

Primary Contact

First name	M.I.	Last name	Title
Christopher		Harvey	Federal Programs Director

Telephone #	Email address	FAX #
512-278-4454	christopher.harvey@manorisd.net	512-278-4017

Secondary Contact

First name	M.I.	Last name	Title
Gary	Lee	Frye	Grant Writer Coordinator

Telephone #	Email address	FAX #
806-438-7156	gary.frye@manorisd.net	512-278-4017

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
Royce	Avery	Superintendent
Telephone #	Email address	FAX #
512-278-4000	royce.avery@manorisd.net	512-278-4017

Signature (blue ink preferred)

Date signed

09/15/2016

Only the legally responsible party may sign this application.

701-16-105-006

Schedule #1—General Information	
County-district number or vendor ID: 227-907-104	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: 227-907-104	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: 227-907-104	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 |

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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.

| | | 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; |
| 9. | | |

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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 #5—Program Executive Summary	
County-district number or vendor ID: 227-907-104	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.

Manor Excel Academy (MEA) has had 2 years of non-meeting of state accountability ratings (qualified for 10 priority points) and is using the Texas State-Designed model (qualified for 10 priority points) in conjunction with Decker Elementary (2nd Manor Independent School District (MISD) applicant) so that a full preK-12 focus on College and Career Readiness (CCR) is able to be piloted for MISD. MEA is the alternative campus for MISD and is starting an AVID (Advancement Via Individual Determination) system because of the success of the program at MISD. A secondary goal is to increase knowledge base on how to effectively provide a world class education to this population of students that builds future visioning that college graduation is the norm. MISD has developed campus level programs that have had similar nation impacts - the best example is on May 9, 2013 President Obama visited Manor New Technology High School where he stated "students are learning the real-world skills they need to fill the jobs that are available right now" but we have not been as successful at bringing evidence based effective programs to all of our campuses. We will use the two TTIPS applications for MISD to provide pilot programs that can research the best methods to bring effective CCR programs to all grade levels and to all types of students. We are extending partnerships to several state-wide trade associations who are working with the higher education board to modify CTE (Career and Technology Education) courses to meet real industry needs. This linkage will allow MISD to create a preK-20 system of education that will have evidence based methods to allow students to have multi-points of entry into CCR and promote ongoing life-long learning as our students' progress in their careers. Thus meeting the goal of having effective CCR education that leads to positive real world outcomes. MEA students are challenging but when social/emotional connections are made they are hard working youth who set goals that are improving the quality of their lives. To this end we are already planning to apply for a Department of Labor YouthBuild grant in the 2017/18 school year. This grant is designed to recover dropout students and will allow MISD to expand our Career and Technology Education (CTE) programs because of a new link with several state-wide trade associations.

MISD's change in the central leadership has further led to the development of the TTIPS programs. Dr. Royce Avery, June hire, has a vision that that is summed up as "Growth Through Innovation." To operalizationalize that statement, the teacher is the adult in the room so they need to figure out how to 'reach' every student academic and social/emotional needs. Central office and campus leadership needs to find the resources to let teachers reach every student! Dr. Avery bought in Dr. Brian Yearwood, July hire, because of his history as a principal of having highest performing campuses with similar populations of students and innovations done in central office roles for other ISDs. Dr. Yearwood bought in Dr. Gary Frye, Grant Writer Coordinator August hire, because of his history of finding non-traditional resources for ISDs and publishing books and articles on the innovations on the $53 million in funding bought to 23 ISD and 4 charter campuses. Dr. Christopher Harvey, long term Federal Programs Director, brought the historical needs, context of what had been developed for the cycle 4 TTIPS, and the federal programs that could be linked to the cycle 5 proposal. This constellation of events provided the framework for the innovation that the AVID, CTE industry groups, the focus on making the parents their child's first teacher (Shonkoff, 2011), providing teachers with the staff development / resources to innovate, growing the campus / district leadership teams, blended learning technologies, and other social services will make MISD a value added member of the Maron community. We selected the Texas State-Design framework because with the programs started with the development of the unfunded cycle 4 TTIPS MEA is moving towards a "Great" campus in the manner describe in the book "Good to Great" (Collins, 2011). So we can achieve MISD vision of Growth Through Innovation while giving other ISDs, through publications and presentations, our K-12 CCR concept. The new central office leadership team is another reason for the urgency in that we wish to validate the school board's belief that this team can move MISD to provide a world class education to all our students where college focus is the norm. Also, we believe, that we can

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 227-907-104	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.

provide more value to Texas beyond just having MISD improves its two campuses because of the framework will be produced will other schools to use our program design at their campuses to achieve our predicted benefits. Dr. Avery's vision of Growth Through Innovation is the driving force behind MISD's wish to use the two TTIPS proposals as pilots to develop systems that can be used to increase the measured performance of all our students academically by integrating technology in blended model of learning or Flipped Classroom (Keengwe, 2014 & 2015) manner that promotes CCR while providing social/emotional support to give our students the 'soft' life skills that will aid them in translating the textbook knowledge into a productive life. To give the campuses an additional method to measure the academic progress beyond STAAR, grades, and promotion/graduation rates we are using programs such as NWEA (Northwest Evaluation Association) MAP (Measures of Academic Progress) that provides nationally normed assessment of academic progress tied to the TEKS (Texas Essential Knowledge and Skills) that delivers academic progress data when there is still time to make a difference in student progress because results are returned within 24 hours. The PBIS (Positive Behavioral Intervention and Supports) is used MISD to support social/emotional aspects and we are extending this system with programs such as Positive Action (PA) because of the grade level lessons aligned to PBIS, the PA program is a Clearing House evidence based program for students birth to age 18 (22 if special populations), and published research showing academic increases for students receiving PA. The blended learning will allow students to use technology in a manner that promotes life-long learning while increasing guided instructional time. To include the families of the students we will use an Advisory Taskforce system to advise and select other specific programs for the campus and provide non-academic support from the social worker. The Advisory Taskforce will have students, parents, teachers, administrator, and community members so that Decker Elementary has input from the people who have even higher expectations than the MISD staff for our students. Also, this system will assure that the successful program items can be continued beyond any one grant's funding because our tax-payers will understand the benefits. This system further supports change in the operations of the campus that will promote the TTIPS goals. Additionally for effective operations of MEA, additional support staff will be added. Dr. Frye (holds 14 teaching - preK-12 all required subjects with ESL and Special Education - and 4 professional TEA certifications) will be the District Coordinator of School Improvement (DSCI) for the campuses for this project. This allows a person with certifications in the various content areas, skills in developing non-tradition funding sources, and history of producing published research papers to link the campus to the district. MEA will use grant funds to extend the instructional time for the students with afterschool, summer, weekend, and other programming that the Advisory Taskforce / campus staff see as benefiting our students. Further, the blended model will allow the students to use technology and the Internet to obtain online graduation credits. The campus will start an AVID program and is aligning campus level resources to match the TTIPS goals. The TTIPS resources are a way to supplement current items to pilot and prove the value of our concepts to the community. Dr. Harvey is working with the campus to allow the federal funds to be used in a similar manner to extend services to students, parents, and staff. Central Office within the Campus Improvement Plan (CIP) is committed to allow MEA to develop a plan that is supported by the campus stakeholders and results in data that can improve our other high school campuses while building the knowledge base on how to effectively serve similar populations of students. Within the CIP system the Advisory Taskforce will make recommendations for TTIPS that will aid in the development of the extend school programs, technology supports for the students/families, and the general programs to support social/emotional growth of all our stakeholders. The linkage of elementary and high school will allow for future visioning for how all our students can be CCR ready. We are committed to:
- Responsibility- honesty, integrity, transparency, strong work ethic, high morals & standards
- Respect- honor self, one another, the district, and the community
- Culture- positive community, diversity, collaboration, standard of excellence, "Team Manor" to develop Mustang Pride
- Service- quality customer service, effective communication, and developing welcoming campus where all community members feel supported
- Discovery- all stakeholders are life-long learners, continuous improvement, and innovative practices where the power of technology to gain knowledge is understood

For effective commutation structures for the program and allow other school districts to access information, we will develop a social media present for the TTIPS program. This will use various forms of media - traditional newsletters, web-page links, Facebook page, etc.- to allow our MISD stakeholders and the world to have a clear understanding of the overall program. The students and staff will provide content as a part of the classroom learning experience. The goal of the social media commutations is to inform while building a base of support so that that the programs can be sustained.

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County-district number or vendor ID: 227-907-104	Amendment # (for amendments only):

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

Grant period: February 1, 2017, to July 31, 2020, pending future federal allocations	Fund code: 276

Schedule #6—Program Budget Summary

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	$315,980	$25,500	$544,146	$25,500	$578,818	$25,500	$598,156	$25,500	$2,224,100
Schedule #8	Professional and Contracted Services (6200)	6200	$125,391	$8,500	$214,232	$12,000	$242,382	$13,500	$287,382	$15,000	$918,387
Schedule #9	Supplies and Materials (6300)	6300	$205,286	$12,555	$86,185	$0	$88,800	$0	$83,800	$0	$476,626
Schedule #10	Other Operating Costs (6400)	6400	$35,000	$0	$54,000	$0	$82,500	$0	$97,500	$0	$269,000
Schedule #11	Capital Outlay (6600)	6600	$25,000	$0	$35,000	$0	$35,000	$0	$30,000	$0	$125,000
Consolidate Administrative Funds ☐ Yes [x] No											
Total direct costs:			$746,657	$46,555	$949,563	$37,500	$1,042,500	$39,000	$1,086,838	$40,500	$4,014,113
1.718 % indirect costs (see note):			N/A	$9,640	N/A	$8,126	N/A	$9,722	N/A	$9,662	$37,150
Grand total of budgeted costs (add all entries in each column):			$746,657	$56,195	$949,563	$45,626	$1,042,500	$48,722	$1,111,838	$50,162	$4,046,263

Administrative Cost Calculation

Enter the total grant amount requested:	$4,014,113
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:	$200,706

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: 227-907-104

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	1		$24,750	$50,490	$51,500	$52,530	$179,270
2	Educational aide			$	$	$	$	$
3	Tutor			$	$	$	$	$
Program Management and Administration								
4	District Coordinator of School Improvement		1	$29,500	$30,090	$30,692	$31,306	$121,587
5				$	$	$	$	$
6				$	$	$	$	$
Auxiliary								
7	Family Involvement Specialist	1		$16,250	$33,150	$33,813	$34,489	$117,702
8	Social Worker	1		$20,750	$42,330	$43,177	$44,040	$150,297
9	District Technology Support	2		$49,750	$85,090	$86,792	$88,528	$310,159
Other Employee Positions								
10	TTIPS Coordinator	1		$22,500	$45,900	$46,818	$47,754	$162,972
11	PEIMS Data Mining Clerk	1		$15,250	$31,110	$31,732	$32,367	$110,459
12	Accounting Cost Clerk	1		$15,250	$31,110	$31,732	$32,367	$110,459
13	Subtotal employee costs:			$194,000	$349,270	$356,255	$363,381	$1,262,906
Substitute, Extra-Duty Pay, Benefits Costs								
14	6112	Substitute pay		$4,500	$6,000	$7,500	$3,500	$21,500
15	6119	Professional staff extra-duty pay		$150,000	$170,000	$195,000	$210,000	$725,000
16	6121	Support staff extra-duty pay		$	$	$	$	$
17	6140	Employee benefits		$32,980	$59,376	$60,563	$61,775	$214,694
18	61XX	Employee stipends		$	$	$	$	$
		Specify amounts and criteria to earn stipend:						
19	Subtotal substitute, extra-duty, benefits costs			$187,480	$235,376	$263,063	$275,275	$961,194
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$381,480	$584,646	$619,318	$638,656	$2,224,100

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: 227-907-104 | Amendment # (for amendments only):

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

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land	$	$	$	$	$
	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	Outside evaluation	$8,500	$12,000	$13,500	$15,000	$49,000
2	Student academic data evaluation such as NWEA	$7,200	$15,350	$18,500	$20,000	$61,050
3	Social/emotional support programs such as PA	$8,500	$13,500	$15,000	$14,000	$51,000
4	CTE instructional materials	$7,500	$15,000	$22,500	$30,000	$75,000
5	Advisory Taskforce selected materials	$24,000	$44,000	$60,000	$70,000	$198,000
6	Unlimited Mobile Internet hot spots for 150 platforms	$34,191	$68,382	$68,382	$68,382	$239,337
7	Presentational program for students and parents	$6,500	$13,000	$14,000	$15,000	$48,500
8	AVID materials and other costs for the program	$25,000	$25,000	$25,000	$25,000	$100,000
9		$	$	$	$	$
10		$	$	$	$	$
11		$	$	$	$	$
12		$	$	$	$	$
13		$	$	$	$	$
14		$	$	$	$	$
b.	Subtotal of professional and contracted services:	$121,391	$206,232	$223,382	$257,382	$808,387
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$12,500	$20,000	$32,500	$45,000	$110,000
	(Sum of lines a, b, and c) Grand total	$133,891	$226,232	$255,882	$302,382	$918,387

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: 227-907-104

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

	#	Expense Item Description — Type	Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
		Technology Hardware- not capitalized				$	$	$	$	$
63XX	1	iPad 24 unit carts	To provide Blend Model loaner tech and classroom instruction storage	9	1,194	$10,746	$0	$0	$0	$10,746
	2	iPads with wireless access with case	To provide Blend Model loaner tech and classroom instruction	220	617	$135,740	$0	$0	$0	$135,740
	3	Full replacement insurance	To protect the school from lost	220	40	$8,800	$8,800	$8,800	$8,800	$35,200
	4	Staff laptop computer with standard software package	To allow staff members to remotely work	9	1,395	$12,555	$0	$0	$0	$12,555
	5	Projectors	To allow for group presentations	3	795	$0	$2,385	$0	$0	$2,385
63XX		**Technology Software- not capitalized**				$25,000	35,000	45,000	50,000	$155,000
		Specify type/purpose: Instructional for computer based graduation credits				$	$	$	$	$
63XX		**Textbooks/Curricular Materials**				$	$	$	$	$
		Specify type/ purpose:				$	$	$	$	$
63XX		**Supplies and materials to be used as student incentives**				$	$	$	$	$
		Specify type/ purpose:				$	$	$	$	$

Supplies and Materials that do not Require Specific Approval

						Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6300	Supplies and materials that do not require specific approval:					$25,000	$40,000	$35,000	$25,000	$125,000
	Grand total:					$217,841	$86,185	$88,800	$83,800	$476,626

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: 227-907-104

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.	$25,000	$25,000	$35,000	$45,000	$130,000
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose: to have the student present what the TTIPS program did for them and how it affected their lives	$0	$0	$5,000	$7,500	$12,500
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	$	$9,000	$12,500	$15,000	$36,500
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:	$10,000	$20,000	$30,000	$30,000	$90,000
	Remaining 6400—Other operating costs that do not require specific approval:	$	$	$	$	$
	Grand total:	$35,000	$54,000	$82,500	$97,500	$269,000

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 #11—Capital Outlay (6600)

County-District Number or Vendor ID: 227-907-104

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	$25,000	$35,000	$35,000	$30,000	$125,000
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:			$25,000	$35,000	$35,000	$30,000	$125,000

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

County-district number or vendor ID: 227-907-104	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	115		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American student enrollment	30	26.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic student enrollment	74	64.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White student enrollment	8	7.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian student enrollment	1	0.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged student enrollment	114	99.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP) student enrollment	29	25.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Special Education student enrollment	4	3.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	5		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary placements in In-School Suspension	97		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	59		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in DAEP	47		2015-2016 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	57		2015-2016 PEIMS report #425; code #C164
Attendance rate		65.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		21.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		55.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2016 standard, mathematics (standard accountability indicator)	14	12%	TEA 2016 Accountability Summary Report.
STAAR / EOC met 2016 standard, reading / ELA (standard accountability indicator)	25	22%	TEA 2016 Accountability Summary Report.
ACT and/or SAT- Class of 2015, percent students Tested		4.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2015, percent At/Above Criteria		n/a (w/hs)%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	n/a (w/hs)		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	n/a (w/hs)		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2014 enrolled in a Texas Institution of Higher Education (IHE)		19.7%	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: 227-907-104	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.

Manor ISD has reorganized systems to provide more support for struggling secondary learners. Years ago, the MEA program was expanded to serve more than 200 students during the course of a year. The need for MEA has grown due to the migration of struggling learners from Austin ISD, due to financial reasons, to Manor ISD. The district is preparing to have up to 400 students at Manor Excel Academy.

The majority of the students attending MEA are students who struggle academically, with truancy, risky choices, teen parenting, and challenging home/community situations. We have seen success with our student population when we've provide wrap-around services for our students. With a major change in leadership in the last few years, a lot of programs lost funding as new priorities were emerging. The current district leadership and school board are on the same page now. This means programs that start, regardless of funding used, will be continued. Our new motto says we are focused on every student because they are our future. Manor ISD is truly investing in the future of our community. TTIPS money will help us jump start our journey to becoming an exemplary district.

Historically, based on AEIS report and TAPR, 60-75% of the students at MEA are Hispanic. 25-35% are African American students. Mobility averages around 20-30% and our SPED population is usually above the allowed percentage. Most of the staffing allocations have been for instructional purposes. However, MEA has a strong need for clerical support to maintain database systems with fidelity. The TTIPS grant will provide the initial funding for an additional clerical staff to track student data for attendance, behavior, and academics. This person will also ensure data is accurately entered in the PEIMS database system. The other staff-grant positions will allow for the overall improvement of services to the students, their parents, and other MISD current staff members. These new positions will allow the MEA to meet the CCR and non-academic needs of the students.

The work over the last several years and the change in central office and the TTIPS proposal inclusion of technology to allow for the Blend Model (Flipped Classroom) and remote obtaining of graduation credits put MEA in a position to make the leap to become an effective campus that can meet the needs of our students, their families, and the staff in a non-traditional setting that is designed to meet the life needs of this population of students.. The funding of the cycle 5 TTIPS will provide our campus with the additional staff members, services, and instructional items that will allow CCR standards to be met while raising the expectations for what all our students can accomplish in life. We will be able to greatly increase the number of first generation students who see themselves as attending college, obtaining industry standard certifications, and being able to use technology to support then being life-long learners. The social worker will provide non-academic support of needs that have a negative effect on our students' academic careers. They will be able to engage the other social service providers in the area to help the families connect to these services. The leveraging of other community services by linking to other social service providers will allow our students to only focus on their CCR goals. Thus giving our students the ability to receive a world class education that results in our campus' improvement while research at MEA will provide a framework for other schools to develop similar programs based on the results obtained at MISD.

We will link the MEA student with Decker Elementary students to give the MEA students leadership training where they will become the role model for these elementary students. While it may sound risky to have students who are not having effective high school academic careers as role models the future visioning (Wise, 2011) and the grant DSCI experience doing a similar pairing strongly suggest that with training these students will respond positively to having this mentoring role. Antidotally when the grant DSCI use a similar pairing, the young students hung on the older student's every word and the older student's behavior and grades greatly improved because they were give the reasonability (with support) of modeling positive behaviors so that their young partner would have good school experiences. While we will need to train the MEA students, this sets a new expectation for correct role modeling that history with this type of student has responded because they have not been presented with this type of challenge. This mirrors the Goethe's statement - "Treat a man as he appears to be, and you make him worse. But treat a man as if he were what he potentially could be, and you make him what he should be." We will use social/emotional supports to make our MEA students expectation rise to what they potentially should be.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 227-907-104	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	24.6		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	13.5	54.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	4.1	16.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	2.0	8.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	5.0	20.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	2.5	18.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	4.0	29.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	6.0	44.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0.0	0.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	1.0	7.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	5.5	40.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	4.0	29.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	2.0	14.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	1.0	7.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	43,501		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	44,454		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	45,411		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	53,266		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years Experience	58,333		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	1.5	11.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Profile
Staff with Bachelor's degree as highest level attained	7.0	51.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Profile
Staff with Master's degree as highest level attained	5.0	37.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Profile
Staff with Doctoral degree as highest level attained	0	0.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Profile

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 227-907-104	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.

Manor Excel Academy (MEA), for the last 3 years has led the district in staff member retention. However, staff retention and leadership training for mentor teachers continue to necessary to build the collective efficacy of the campus. Prior to the school year 2014-2015, MISD began the ground work to provide more resources and professional learning opportunities for MEA staff. The staff is readily focused on increasing student achievement because they choose to work with this population of students. Efforts have been made to increase staffing for the large increase of students arriving in the 2015-2016 school year. Other trending data illustrates strong patterns of struggling students transferring from neighboring districts, resulting in a major need for continued social and academic interventions. The poverty in the surrounding community directly impacts the school community. The neighborhood does not have many resources which limits the support teachers can bring into the campus, or refer students and families to, while in the community. The poverty in the surrounding community directly impacts the school community. Even though the cycle 4 proposal was not funded the process of determine the need did improve the culture of the campus.

MISD allow MEA to develop effective content coaching system and other campus based programs (e.g. AVID) that have made a difference at these campuses (MEA & Decker Elementary). The team stated that extend program times were the major need for most of the content areas which required extra duty pay. There was a concern in the area of technology in that a technology teacher position was needed to aid the MEA staff members have a better understanding how to build technology into the daily instruction along with allowing the students to obtain web-base graduation credits outside of the normal school day. Along these same lines, the team stated that mobile hot spots and lending technology platforms for the students were needed to extend the methods by which instruction and extra graduation credits could be done at home on the student's time schedule. The staff positions that the team suggested were the technology teacher, parent liaison, social worker and instructional/clerical aide.

The success of the AVID program has led MEA to believe that level of belief that each student could go to college would be greatly increased with this program on campus, this is why we choose to use the Texas State-Designed Model because we must continue to inspire our families and their students that they will gain College and Career Readiness by attending MEA. Future visioning of the outcome that is desired has a distortional effect when began at an early age and scaffolding to achieve the vision is supplied (Wise, 2011). This is why MEA will begin the process of readying our students for college and developing a CTE Industry Standards based program for our students who current life situations require them to obtain a well paying job in an expedited manner. In this manner we will be able to overcome the first generation and lower income effects that most of our student experience. This is also why (though both are stand alone programs) why we are partnering with Decker Elementary the other campus at MISD that qualifies for TTIPS. If both campuses are funded with the additional research we will do, MISD can provide a framework for having K-12 college-prep and recovering a student sub-population that is most likely to drop-out of school.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 227-907-104	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
										4	23	47	41	115

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
										4	6	5	6	21

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 227-907-104	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.

MEA (Manor Excel Academy) has used multi-measures and assessments to develop the cycle 5 TTIPS program. Every student was given a printed copy of the survey to both inform the families about the campus developing a proposal for the grant and to receive input from these families on the programs that they wished to receive. These stakeholders want more instructional time for their students and methods to effectively use technology. Several of the parents said they would be on the Advisory Taskforce. This will allow our campus to make a better connection to our families. Conway and Houtenville (2008) stated, "Parental effort is consistently associated with higher levels of achievement, and the magnitude of the effect of parental effort is substantial. We found that schools would need to increase per-pupil spending by more than $1,000 in order to achieve the same results that are gained with parental involvement." Jeynes (2005) in a Harvard Family Research Project meta-analysis of 77 studies of the effects of parental involvement supported this statement. Since our programs will be meeting specific family need, we believe that we can form a strong connection of the parents to the campus which will translate into the parents/families feeling welcomed at the campuses and therefore more involved in their child(ren)'s education.

The following was done in the development of the cycle 4 TTIPS program which was used as the framework for the cycle 5 proposal. The campus will hold weekly PLC meetings to develop and review data from formative and summative assessments, district benchmarks, universal screeners, state assessments, behavior data, and attendance data. MEA involved the principal, asst. principal, counselor, and instructional/literacy/community specialists to plan key components in the selection of the Texas State-Design Model. The selection of the model is consistent with the district goals and strategic plan. Key components included the planning process, timelines, data based decisions, goals and critical strategies important to overall student academic success. With the new principal aboard, efforts will be made to continue to utilize the campus advisory team and campus improvement plan to drive the direction of his leadership. Specific strategies were designed to get parent input consisted of inviting parents to participate in a Principal Profile survey and Reconstitution plan interview. In addition, our district parent specialist will work closely with the campus to ensure compliance and advance parental involvement and engagement programming. Funds will be provided to assist in attending Parent Involvement conferences. The faculty and staff also participated in a Principal Profile survey and a Campus Needs Assessment. This data was used to select a new principal and provide feedback on the concerns and needs of the staff and parents. In addition, our district parent specialist will work closely with the campus to ensure compliance and advance parental involvement and engagement programming. Funds will be provided to assist in attending Parent Involvement conferences. The cycle 5 used a meeting of the campus leadership to determine the current needs of the students, parents, and staff. With the change in central leadership the campus is engaging in ongoing CIP development that will be used in continuing to improve the TTIPS plan from now until the award is announce. The staff, with the February start date, will continue with committee meetings to integrate the TTIPS programs into the current instruction so that there is seamless movement toward the TTIPS goals that are being set by the Texas State-Design Model to provide CCR effective instruction. We will use the AVID to allow our high school to become a demonstration sites for AVID program use with highly at-risk students. Even at this older age of our students, we will aid our parents in being their child's first teacher (Villarreal, 2005) which has been shown to increase academic outcomes. To support the social/emotion needs we are expanding wellness to include being healthy in mind and body. Student success depends on a blend of academic skills, good health, and physical and mental fitness. Black (2006) indicates that school-based physical activity may help improve students' grades and test scores and positively affect other factors that influence academic achievement. Poe (2010) showed family involvement in afterschool programs yields benefits for young people, from greater involvement in school events to increased family assistance with homework. Inclusion of the families brought an understanding between the home and school that greatly benefited the students and helped form relationships among the groups that would not otherwise have been possible. These researches align with what is being developed in the CIP which will allow MEA to use the selected TTIPS model effectively while improving the general quality of life of our students.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 227-907-104	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.

Coffield, Moseley, Hall, and Ecclestone (2004) found that when looking at P-16 education that the effective use of learning styles for instruction across the three main groupings of visual, auditory, and tactile/kinesthetic produced better results throughout preK-12 public to the undergraduate degree. Diedrich, McElvain, and Kaufman (2005) found that Afterschool programs are a proven way to reach the neediest students in meaningful ways while considering their varied backgrounds and cultures. These programs help provide additional support to struggling learners, reduce drug use, and prevent violence and youth crime. Keren-Kolb (2013) demonstrated that the effective use of technology expands student's learning and increases their self-ownership of the process leading to life-long learners. From a report by the San Diego Office of Education (2004) on closing achievement gaps among sub-groups of students, it was found that extending the learning time for students help in closing the objectively measured academic performance among sub-groups of students. The other need for program and supporting materials aligns to the Texas State-Design Model with its focus on CCR. The AVID provider will work with MEA to form model site gives us a framing to use the TTIPS program to meet our campuses needs while allow us to build the knowledge base on how to effectively serve these targeted populations of highly at-risk students. We can move the expectations for this campus from just meeting standards to becoming a campus that is on the cutting edge of moving all students to true College and Career Readiness (CCR) along with challenging these students to become role models. The linkage of the campus to the trade associations will provide a real world example of how students can enter the workforce at multi-levels and have pathways to continue their academic careers even if they only initially obtain industry certifications. The Texas State-Design Model allows our campus to use the Advisory Taskforce in a manner that the parents' CCR can be supported by increasing their knowledge that they can continue their learning to model to their children life-long learning. This will allow the TTIPS program to raise the cultural expectations of Manor to one where having effective CCR programming is the norm instead of the exception. Thus allowing MISD to meet its vision of Growth Through Innovation while meeting the TTIPS goals.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 227-907-104	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.

MEA started with the assessments developed for the cycle 4 TTIPS program. The campus review to determine if AVID was a program that would inspire our students, provided the last piece of the puzzle to allow the CCR of the Texas State-Design Model to be done. Because of the central leadership change and the focus on developing the Growth Through Innovation vision of the new superintendent we have been in extended CIP development where the parents and staff are having ongoing input into the development of the needs and goals of the campus.

To assure that all stakeholders were aware of the TTIPS as a specific sub-set of the CIP, a survey was sent home with a request for parents to serve as members of the Advisory Taskforce. Since we are committed to campus improvement we are planning to have focus groups of the parents, staff, and students to see what they would like to have in their elementary campus. The initial findings were extend day academic services, having access to technology and the Internet at home, staff development that aided in teacher growth and retention, programs to better link the campus and the homes, and general improvement in the social/emotional along with general wellness/fitness of our students. The Texas State-Design Model allowed for the most needs to be met while qualifying our proposal for 10 bonus points. All of these items were considered in the development and selection of the model and the ongoing system of providing day-to-day services.

The Advisory Taskforce is the primary system to assure that the families and community are meaningfully engaged in the TTIPS program at this campus. Data from the formative and summative evaluations along with NWEA type data will be given to the Advisory Taskforce so that they can assist in the direction of the TTIPS program at the campus. This will increase these stakeholders ownership of the program. This system will be used to promote sustainability of the TTIPS services by having community buy-in which should result in willingness to fund aspects of the program that could not be fully supported by MISD local funds. Further, MISD is developing a Program of Writing Grants instead of Writing a Grant for a Program. This change will allow better use of MISD's Education Foundation and finding other non-tax based resources to continue various programs while piloting new programs to determine what meets the needs of our students.

With the announcement of the preliminary award, we will be sent home with all the students on the campus another survey and "kick-off" notice to save the date for the official start of the TTIPS project. This announcement will have an outline of the additional programs that will be done and again ask for parents, students, and community members to serve on the Advisory Taskforce. The MISD web-site will have a similar announce. When the NOGA is received we will have a Kick-Off night at the campus where the community will be invited to come to the campus and learn more about the TTIPS programs and how they can send their students to the program or become a volunteer to help in the development of the CCR and other programs. At the Kick-Off meeting again the Advisory Taskforce will be explained and request made to join it. The ways that people can work with the campus and be on the CIP committee will also be discussed so that we make MEA a welcoming campus where the community understands we want their input and involvement with our students. By having the resources to allow the students to work anytime and anywhere in a Blend Model we will show how schools can use technology and the web to graduate students who are in great risk of becoming drop-outs.

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Schedule #14—Management Plan

County-district number or vendor ID: 227-907-104 | 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)	Work with campus administration & district departments to established goals & objectives; implement improvement plans. Provide research on the TTIPS program for the development of articles and presentation on our outcomes	Doctorate level with proven publishing and presentation history with multi-content and professional certifications. 10+ years of experience in school setting. NOTE: for only the purposes of this project Dr. Frye will server in this role within the current MISD system
2.	TTIPS Grant Coordinator	Support the coordinator of external service providers, grant program and budget oversight, compliance with TTIPS requirements	Bachelor level with 3+ years related experience, Teaching certificate a plus but life experience may be used.
3.	Family Involvement Specialist	Provide direct link to the families of the students to aid in making the campus a welcoming center and have the knowledge of other resources in the area to meet the non-academic needs of the families	Bachelor level with 3+ years related experience, Teaching certificate a plus but life experience may be used.
4.	Instructional Aide	Provide support to the campus instructional staff while aiding the campus in making connections to the targeted families.	Associate level with 2+ years related experience but general life experience and strong ties to the targeted neighborhoods may be used.
5.	Technology Instructional Coach	Provide general technology support to the staff and aid in the development of the Blend Model of instruction. They will work with the families and staff for the effective use of technology within the instructional day and in the home/afterschool setting	Bachelor level with 3+ years related experience, Teaching certificate a plus but life experience may be used.
6.	MEA Social Worker	To provide linkages of our students and their families to other social service providers so that the non-academic needs of the students are being met	Bachelor level with 3+ years related experience, social worker certification certificate a plus but life experience may be used.
7.	PEIMS Data Specialists	To provide coding of the students for data mining and normal operations of the program to allow for effective data driven decision making to be done	Associate level with 2+ years related experience but general life experience and strong knowledge of Skyward data management or related experience may be used.
8.	Cost Accounting Specialist	To provide fiscal services for effective the grant to assure effective accountability	Associate level with 2+ years related experience but general life experience and strong knowledge of fiscal management or related experience may be used.
9.	Technology Support Specialists	To provide infrastructure technology support to the program to allow for the technology to be effectively used at the campus level	Associate level with 2+ years related experience but general life experience and strong knowledge of technology systems or related experience may be used.

Schedule #14—Management Plan (cont.)			

County-district number or vendor ID: 227-907-104 | 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.	Outside Evaluator	Provide objective determination of the effects of the program on the MEA stakeholders	Pass evaluation experience on TTIPS or related TEA programs
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Schedule #14—Management Plan (cont.)	
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County-district number or vendor ID: 227-907-104	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.

MISD is committed to a "grow your own" system of building the skill sets of staff who are working on the TTIPS program. The District Coordinator of School Improvement (DCSI) would be the hardest to replace, given his 14 teaching and 4 professional certifications along with $53 million of funded grants, but he is commitment to train other staff members on the role of seeking non-traditional resources. He will work to also find other certified staff members at the campus level who would want to assist in the management of this grant. He will be working with the other central office management staff to provide them with the knowledge to provide TEA the data and reports needed to meet the requirements of the TTIPS. To aide in this Dr. Frye will make his grant development book available in e-form to staff of MISD. Examples from past awarded cycles of TTIPS grants reports will be made available. He will develop policies handbook during the first year of the funded grant to allow for other staff members to have written procedures used in the first year of the grant to be used if needed in the last three years of the program.

The associated central office positions who are providing services to the TTIPS have similar policies books to be used by staff who would replace them if the retired and/or moved jobs. The various offices have established standard operating procedures that can be followed regardless of who is the head of the department. This allows for the general transition of staff. With the TTIPS in the first year of the program these offices will add grant specific language for the operation of just this grant. Since MISD is starting a Program of Grant Writing instead of Writing a Grant for a Program the development of grant specific policies will be extend to the other funding that will be developed. This will provide a general grant procedure system that will assure the funds are coded correctly, a system of controls are in place, and methods for the effective close-out and archiving of paperwork will be done.

The central office positions that will be created for the effective management, data acquisition, and day-to-day operations of the TTIPS will be integrated into the various departments standard training systems. The Skyward/PEIMS Data Specialist will be trained by the PEIMS Director and will have the additional role of providing data-mining for the grant to determine the effects of the program. The Accounting Specialist will assure that the campus is correctly coding and that MISD cost accounting procedures are being followed. They will also provide the campus with a year-to-date report of funds spent and encumbered. Both of these positions will report to their respective department heads but will be the person in these offices that provides the District Coordinator of School Improvement (DSCI) with the information needed to produce TEA reports and assure that the fiscal and program aspects of the TTIPS project are being met.

The campus staff members hired from TTIPS funds will have the TEA certifications, appropriate degrees, and/or life experiences that they can effectively provide the services stated for the positions within the TTIPS project. We will look for staff members who have similar life experiences as our students and preference will be giving to people who have similar ethnic backgrounds so that the targeted populations have role models that "look like them" with the positive results that this provides (Irving, 2009). The Family Involvement Specialist may be certified teachers but person with social worker background would also be highly valued. Again preference will be given to hires that "look" like our students and we will seek to have one bi-lingual person in these positions. The Instructional Aide will be sought from the neighborhoods' people of influence who might only have their high school diploma or GED. We are considering the links to the community as part of the selection process so that these staff members can aide in the recruitment of people for the Advisory Taskforce and help increase the sense of ownership of the campus by our stakeholders. This recognition of the need to have staff match the ethnic background of our students will aid the TTIPS project in build the parental/community support that we believe is key in taking the next steps in providing the world class education to all of our students. The social worker will bring knowledge of the other social services that our students and their families may need to access to allow for the students to be able to graduate from high school. This person will seek to find the other leverageable services that will meet the other needs that have disrupted these students' academic careers.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 227-907-104	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.

The major sustainability item for the TTIPS project is MISD's new focus on developing a Program of Grant Writing instead of Writing a Grant for a Program. The Grant Writer Coordinator will work with the MISD Education Foundation to find new unrestricted funding sources so that initially grant funded projects can be maintained with a combination of MISD local tax funds and donations for the community. The TTIPS results and programs that produce the results will be built into the CIP. This will provide a system for grant programs to be moved into the "normal" funding stream of MISD once they have shown value in meeting students' academic and social/emotional needs. The use of the Family Involvement Specialist and their focus on making sure that students are in class will increase the ADA (Average Daily Attendance) rate of the campus which will bring additional funds into the campus. All of these items and the rapped growth of MISD student population will allow the successful aspects of the TTIPS to be continued and moved to other campuses once the value of the services has been established by the TTIPS piloting of the programs.

The cultural changes that the Growth Through Innovation vision brings will be built into the CIP of MEA. The link to the CIP will allow the TTIPS programs items to have a way to obtain tax-based resources for program operations. This will allow a standard operational system to be accessed to continue various aspects of the program.

MEA will be purchasing materials that have the effect of building the infrastructure of the campus. The technology items will have 5+ year life where they can be used by the students. The big books and similar non-consumable instructional materials will be able to be used for years after the grant is ended. The staff development will provide for better instruction as long as the teacher is employed by MISD. The Advisory Taskforce will be able to be maintained beyond the grant to help build a system by which our education foundation can seek donations from the community members to continue parts of the TTIPS programming.

MISD is experiencing rapped growth and the overall ADA of the district is growing. With increased attendance that we believe will be a byproduct of the TTIPS grant we will have more tax-based funds to maintain various aspects of the program in addition to the new funds gained by increase enrollment.

All of these items will help MISD maintain the program beyond the life of the grant. The Grant Writer Coordinator will be working with the Education Foundation of MISD and other funders to seek funds to continue aspects of the TTIPS program that cannot be continued by the above means.

The infrastructure of the campus will be greatly improved by the TTIPS program. While the extra duty staff salaries, professional development items, and conference items may not be able to be sustained at the program levels MISD does except to use the funding that comes from our district's growth to be able to maintain the basic framework of the program. We believe that the research that we will conduct will show the school board the value of the programs and the Advisory Taskforce members will help us build community support. Both of these items will allow the reforms to be continued because our stakeholders will not let programs that meet the needs of our students be eliminated. The focus of integrating the TTIPS into the CIP and DIP will make what we are starting with grant funds a part of the culture of the campus and the district. Last, since we believe that our program items are evidence based and will have positive effects on the students, we will be able to convince our stakeholders that they need to support tax increases and bonds to support the programmatic efforts.

Last the TTIPS grant's piloting of programs will be used in the YouthBuild grant that will be applied for in the 2017/18 school year. This Department of Labor program (that the DSCI was a grant reviewer in the 2016 competition) is designed to recover drop-out and if traditional high school diploma is obtained bonus points were awarded. With the construction boom and the linkage to the various trade associations this will give MISD a favorable chance at having this Industry Standards Certification program to be done at MEA along with the more traditional college bond AVID program.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 227-907-104	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 campus leadership with consultation from the staff set goal of at least 10% increase measured student performance on STAAR until "met standards" level is reached. The campus leadership team with meet with grade level and department teams to review the data from the previous school year. The staff will review the current students and set a goal based on the current student achievements and deficiencies. Ongoing data review from formative and summative assessments will help guide instruction to ensure goal obtainment. The following are the minimum goals for the first 1/2 year of the program based on End of Course STAAR performance (since the gaps do not have a pattern we are basing these minimums on campus average performance given first and then the increase second).

English I	46% (current)	50% (goal)	57% (District)	71% (State)
English II	54%	59%	61%	72%
Algebra I	53%	58%	65%	81%
Biology	75%	81%	84%	91%
US History	60%	65%	87%	91%

These are the minimum expectations. In fact we believe that 80% of the state/district average would be a goal that we should "shoot" for but with 1/2 year in the first term of the program this might be unrealistic goal. Programs such as NWEA will give us a system to provide real-time measures to drive improvement in a formative manner because we will still have instructional time after that assessment is made.

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.

Programs such as NWEA will provide a non-STAAR norm referenced measure of academic performance that will be use in the planning of instructional programs for the students. Grades from the 3 & 6 weeks reports cards will be used as a short-term measure of student progress and effective instruction. Teachers will also use daily grade to determine students who are in need of support services and/or the afterschool time programs.

The overall responsibility for implementing the project's evaluation plan for qualitative and quantitative data collection methods, at the campus level, is the responsibility of the Campus Principal and designated staff. The Campus Principal will ensure that qualitative and quantitative data is collected for the school. Data collection methods will include project records, student records, test results, and survey results – including but not limited to: student and faculty climate surveys conducted annually; student achievement and test scores reported and evaluated by grading period, semester, and annually; numbers of parents, community members, students and faculty participating in project activities reported annually; and student surveys and evaluation of work-based learning experiences reported by semester.

Multiple types of data will be collected for the entire grant period, including data for (1) **student performance indicators** (e.g., overall student academic achievement; state assessment test results by subject, and grade level; percentage of students performing at/above grade level by subject area; attendance and promotion rates; and disciplinary referrals); and (2) **staff development and parent involvement and training indicators** (e.g., what is the impact of the staff development and parent involvement and training). The evaluation plan will both aggregate and disaggregate measures of student academic achievement, by sub-populations of students (i.e., African American, Hispanic, White, Native American, Asian/Pacific Islander, Male, Female, Special Education, Economically Disadvantaged, and Limited English Proficient).

Attendance and grade data will be collected on the district's grading program, Skyward (which also reports on failure, attendance, and other information regarding student performance in classes). Campus administrators will run these reports each grading cycle to determine failure rates by grade, teacher, subject, ethnicity and other demographic factors relevant to assuring all students are successful. In addition, the school, on a weekly basis, will review discipline data, grades, and attendance. Parents will also be empowered by being informed how to use Skyward to monitor, via a computer with Internet access and by cell phone, their student's academic progress and class attendance rates. Climate surveys will be used to assess how well instruction has improved.

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Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: 227-907-104	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

   The DCSI with the aid of the TTIPS Coordinator will be the receiving point for the assessments. They will compile the information and work with the campus and outside evaluator to assure that both formative (with a focus on use data to make day-to-day program improvements) and summative (with a focus on integration into the CIP/DIP) evaluations on known to the campus staff and are used to make data driven decision on how best to provide instruction and other services to the students, families, and staff so that the goals of the TTIPS program are met. The following is the system that will be used.

1. Student Academic Performance (Overseers of Data gathering and analysis are Teachers, Principal and Assistant Principal)
    a. Data to be gathered
        i. Formative & Summative Student Assessments
        ii. Benchmarks
        iii. STAAR/End-of-course exam grades
        iv. NWEA type data
    b. Ongoing monitoring and data collection
        i. Teachers
        ii. Principal
        iii. Campus Leadership Team Members
        iv. DCSI & TTIPS Coordinator
2. Staff Effectiveness
    a. Participation in Professional Learning Communities (PLC)
        i. Participation in Professional Development (PD) as needs are assessed through data gathered during PLC time
        ii. Staff provide DCSI with additional PD needs to allow for additional training to be added during the grant cycle
    b. Texas Teacher Evaluation Support System (T-TESS)
    c. Texas Principal Evaluation Support System (T-PESS)
    d. Peer observations/Instructional Coach Observations
        i. Proactive and Informal; done with the intent to support instruction before formal evaluation
    e. Ongoing informal teacher observations by principal
3. Increase Positive School Climate and School Safety
    a. Data to be Gathered
        i. Use PEIMS Data (e.g. discipline data, attendance)
        ii. School Climate Survey (Principal, Teachers/Staff)
    b. Ongoing monitoring and data collection
        i. Positive Behavior Interventions and Supports (PBIS) Committee
        ii. Associate and Assistant Principal
        iii. Attendance Coordinator
4. Increase Parent/Community Involvement
    a. Data to be gathered
        i. Parent survey
        ii. Community/Parent Volunteer Logs
        iii. Outside evaluator reports
    b. Ongoing Monitoring and data collection
        i. Parent Advisory Committee
        ii. Parent Event/PTO Attendance

The above processes for gathering and reviewing data will help the effectiveness of the programs activities ad interventions on an ongoing basis. At each category data is collected, assessed, and an adjustment of intervention will follow. As problems arise, the list contact persons will be responsible for crafting a feasible solution. In the event that campus leadership continues to struggle with an issue, district support will ensue. The following persons are readily available to problem solve: District Coordinator of School Improvement, Federal Programs Coordinator, and Chief Academic Officer and their corresponding departments and teams

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Schedule #16—Responses to Statutory Requirements	
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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 Federal Program Coordinator (FPC) called a meeting with the campus stakeholders to review the campus needs assessments and campus improvement plans. Discussions were centered on interventions that worked and didn't work in the previous school year. Stakeholder input was collected on adjustments to the previously determined unsuccessful interventions. Reviewing the data and determining the high needs for the campus, it was determined that programming would need to include only evidenced and research-based solutions. Upon determining appropriate vendors, previous success with the school district and surrounding school district was used to give priority for the pool of possible vendors. Other factors considered was feasibility of the organization to support the addition of another organization to its current list of contractors, the ability to support the grant writing process, provide the needed assessment and evaluation related data, and maintained a reputable reputation in the central Texas education community.

When contracting vendors, there is always some risk of underperformance promised. EDGAR level bidding procedures will be used to help limit the risks and to allow MISD to meet new federal guidelines. Thus, when selecting a vendor, the campus reviewed multiple years and contract results to determine an average of proven results to make the selection determination. The campus surveys were used in determining the various program needs. The Advisory Taskforce will work with MISD staff to determine the program providers that they feel will best meet the need of their students.

Examples of potential vendors are but not limited to the following:

Sylvan Learning already provides services to multiple campuses in the Austin ISD and has been credited to helping to save Eastside Memorial High School, a campus in East Austin traditional known for poor student achievement.

Communities in Schools - Central Texas has an impeccable recovered for reducing dropout rates, risky behavior and improving student achievement by addressing communal roadblocks to student learning.

Life Anew – Restorative Justice – provides services currently at 2 campuses in the Manor ISD. The Superintendent was extremely satisfied with the results so he renewed the funding to those campuses provides a staff member to help the University of Texas Social Work program to train other districts wishing to employ that program.

North Western Evaluation Association (NWEA) an assessment system that provides norm referenced student academic growth that are tied to the TEKS and give an additional method to measure academic growth.

Positive Action (PA) a system that operalitionalizes PBIS to allow for teachers to have a lessons that promote social/emotional growth while having an academic connection to increase measure student academic performance.

Specialty Evaluations a provider of independent evaluations of TTIPS, 21CCLC, and other TEA grant programs.

While the above is just an example we will use the survey that goes to the homes when preliminary award notification is received to determine the needs that our families see now the program will be developed. We will use the same vetting methods to find organizations and programs that the staff and the Advisory Taskforce believe will meet our students' needs. Program listed in the Clearinghouse and/or stated to be evidence based by agencies along with vendors that we have a history of effectively providing services.

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

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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.

The DSCI and TTIPS Coordinator will work with the campus staff to assure that they are receive the services that aid them in meeting students, parents, and staff needs that will allow Decker Elementary to have a successful TTIPS program. The DSCI will use the information for the venders to take the led in developing publications and presentation on the effects that our TTIPS program has on the students. The following will allow these tasks to be done.

Proposed Schedule:
- Standing meeting with all providers (liaisons/proxies) twice each month
- Other meetings will be scheduled as needed.

Oversight:
- Ms. Danya Anthony-Swain, Principal: Primary overseer
- Campus Leadership Team (composed of teachers and other staff): Provide support for oversight by assisting with data analysis and communicating new and ongoing needs of campus to overseers.

Process/Instruments
- Each provider has his or her own form of data collection. Each provider will provide a written report at the monthly standing meetings (twice each month).
- The reports will be expected to be consistent in an easy-to-read manner with corresponding visual, numerical, and qualitative data.

Improving Provider Performance
- Should performance be declining, providers will be expected to provide possible rationale for the decline in performance as part of their monthly written report.
- Providers will be expected to provide written action items accordingly and based on the rationale provided in the written monthly report.
- Standing monthly meetings and other meetings as needed will serve as a place for communicating needs of the provider to support their efforts and the success of program participants.

Removing a Provider:
1. Written report with action items to correct decline/poor performance either by the program or individual to be turned into the overseer.
2. If new action items do not yield favorable results, the overseer(s) will require a new program proposal to revamp the program. Additionally, or instead of the above stated, a new liaison/program leader change will be requested. This could be done before, after, or in conjunction with a request by the overseer for a new program proposal.
3. Program provider will be changed and replaced with another that can provide similar services.

The information gain will be put in a form that can be used by the CIP and DIP committees so that the TTIPS programs effects on the culture of the campus can be integrated. This will allow the successful aspects of the TTIPS program to be linked to local funding sources so that they can be sustained. Formative and summative evaluations of the program to improve the TTIPS program will be done. Day-to-day improvements will be done based on weekly assessments of student performance on daily instruction. Long term improvement will be done as part of the CIP / DIP planning.

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	Schedule #16—Responses to Statutory Requirements (cont.)
County-district number or vendor ID: 227-907-104	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.

1.	Initial vender selection is made and the Advisory Taskforce with the campus staff determine the various program items that can be piloted in the planning phase to determine initial effects and any problems with bring these new programs to the campus
2.	Technology and related materials for instruction planned purchase along with piloting materials so that on smaller scale services can begin to effect changes in the culture of the campus
3.	Advisory Taskforce works with the DSCI, TTIPS Coordinator, and other MISD staff to broadcast information concerning the program to the general stakeholders of MISD
4.	Create job descriptions and post to recruit and hire necessary staff
5.	Pilot afterschool time programs at the campus to build the system to support before, after, weekend, summer, etc. programming for the students and parents to increase academic outcomes
6.	Develop professional development schedule that will support increase staff knowledge on how to use Blended Learning, the other vender programs, and promote more ongoing development of project base learning activities for the students
7.	Purchase technology and other instructional materials so that campus staff can access these items in pilot format to see manners that they can be effectively integrated into the normal instructional methods at this campus while using the Blended Instructional systems
8.	Work with families to establish the effective expectations for the use of the lending technology program
9.	Use the various new software, hardware, and instructional materials/methods on limited basis to develop staff development needs for summer professional develop so the systems are in place for the 2017/18 school year
10.	Pilot data collected in the spring semester and determination made of additional professional development training, conference attendance, outside training providers, etc. that will be needed to have effective implementation in the 2017/18 school year
11.	Establish AVID program at MEA.
12.	Develop non-academic support services systems
13.	Use the CIP planning to fully integrate the TTIPS into the campus culture for the 2017/18 full school year based on the piloted items from spring of 2017
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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.

The City of Manor and the student enrollment for Manor Independent School District (MISD) has had continued growth, even during the 2008 housing crisis. Manor ISD has been in constant communication with community members, business partners, parents, city/county officials, and other stakeholders about our intent to provide more innovative programming opportunities to our students and families. In 2012 Manor ISD began a journey to work on projects of the community's interest. Committees were formed to assess facilities, academic programs, and services to the community. Results sparked a campaign entitled "Academics Above Everything." This meant Manor ISD would focus on removing all barriers to ensuring student academic success.

The following programs and efforts resulted from these efforts:

- $124.9 Million Bond – Upgrade facilities, address growth, instructional program needs, safety and security, facility repairs, a new middle school, a new elementary school, improvements to MISD campuses and facilities, land for new school sites, and school buses.
- FALL 2016 - In partnership with Austin Community College, High School juniors and seniors can earn certifications to work as nursing assistants, medical assistants and computer technicians. Certification programs are also offered in heating and air conditioning, electrical pre-apprenticeship and mechatronics.
- Manor ISD partnered with Austin Travis County Integral Care and People's Community Clinic to create the Manor Mustang Health Center; which provides: (1) well baby visits and annual well child checks, (2) acute sick visits, (3) Chronic disease management (asthma, diabetes, obesity, etc.), (4) Any needed vaccines, and (5) referrals to behavioral health specialists (Traumatic event or history of trauma, depression, aggression, suicide/homicide thoughts, alcohol/drug/child abuse, bullying/harassment).

As Manor ISD worked to build these opportunities for the entire school community of Manor, attention was focused to TEA identified priority schools. The superintendent worked with the executive cabinet, school principals, teachers, students, school board trustees, and parents to create a system approach to transforming all priority schools with whole-school reform approaches. Manor ISD wanted to ensure all departments and partnering agencies reviewed the priority campus needs and created plans of action to address them. As a result, the following programs and strategies were implemented to begin the process of campus reform:

- Piloting new approaches to disruptive student behavior by training identified staff to provide and participate in restorative justice practices.
- Adding an additional counseling staff to help support non-academic socio-emotional student needs and adapt a focus towards college and career readiness.

Manor ISD will use the TTIPS funds to supplement the efforts already in motion. This includes: providing the campus with a MSW Clinical Social Worker to therapeutic groups on campus, connect students and parents with services at the Manor Mustang Health Center, and increase parent involvement & engagement; hiring instructional coach(es) to disaggregate data, train teachers in instruction strategies and classroom culture best practices, monitor ongoing assessments, training teachers in formative and summative assessment creation & implementation, train teachers in using data during professional learning communities to drive instruction, contracting additional academic support with an entity success as Sylvan Learning, a national leader in tutorial services, to increase student academic achievement in reading and math, as well as increase learning time; and provide small group interventions. TTIPS funds will extend the existing services provided by local district funding. Manor Independent School District will pilot a small preschool opportunity for students. A small amount of students from the MEA community will be able to participate with the existing efforts by the district. With the TTIPS funds, we'll be able to extend program services to standalone facilities for our preschool program and serve more students. Programs not yet created will be started with TTIPS funds and later sustained by district or other grant / non-traditional funds.

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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:	n/a
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	n/a

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 227-907-104	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

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Schedule #16—Responses to Statutory Requirements (cont.)	
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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:	Manor ISD piloted the **TEXAS TEACHER EVALUATION SYSTEM (T-TESS) & TEXAS PRINCIPAL EVALUATION SYSTEM (T-PESS).** Student growth is measured by student academic progress during his or her time with a particular teacher. It takes into consideration a student's entering achievement when measuring how much the student grew over the year, and, as opposed to measuring student proficiency on a single assessment, student growth isn't concerned with whether or not a student passes a test. By measuring growth, a teacher who has students who enter multiple years behind grade level could still demonstrate his or her effectiveness based on how much those students progress during that year. Students who move from three years behind to two years behind make considerable growth, and although a proficiency measure would still show those students as unable to pass the test, student growth would capture the remarkable progress (two years worth) those students made during their time with that teacher. The district has four options for measuring student growth: 1) value-add scores for teachers in tested subjects in grades 5 through End-of-Course exams (EOCs); 2) student learning objectives (SLOs); 3) portfolios; and 4) district-level pre- and post-tests. Last the TTIPS specific additional data source such as NWEA and the outside evaluation will be used to extend the above data sources
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	**T-TESS** has three measures of teacher effectiveness. The three measures are: **observation, teacher self-assessment, and student growth.** Entering the pilot year, the following percentages were assigned to determining the overall rating – Observation 70%, Teacher Self-Assessment 10% and Student Growth 20%. In the spring of 2015, rules (Texas Administrative Code) will define specifics as to the process and methodology used for determining scores. **T-PESS** has three measures of principal effectiveness. The three measures are: **a rubric capturing the effective practices of high-performing principals, progress in achieving goals and initiatives, and student growth.** For statewide implementation, the following percentages would be assigned to determining the overall rating: | Experience as principal on particular campus	Rubric	Goal-Setting	Student Growth
---	---	---	---
0 years	70%	30%	0%
1 year	70%	20%	10%
2 or more years	60%	20%	20%	
Describe how the evaluation system was developed with teacher and principal involvement:	**T-TESS** was developed by a steering committee comprised of teachers, principals, and representatives from higher education and educator organizations. They began their work in the fall of 2013 by updating teacher standards and, through the spring of 2014, continued with building a rubric tied to the standards. While the Texas Comprehensive Center at SEDL and the Texas Education Agency (TEA) facilitated the process, T-TESS is a system designed by educators to support teachers in their professional growth. **T-PESS:** Spring of 2012, TEA worked with a principal advisory committee to build standards. This committee began by determining best practices for principals to be effective leaders and improve student performance, primarily by reframing the central role of the principal as the instructional leader of a campus. This work concluded in the fall of 2013 with a comprehensive set of principal standards that capture the aspirational practices all principals can strive toward regardless of their level of experience or the context of their position. During the spring of 2014, a principal steering committee, comprised of campus principals, central office administrators, members of the higher education community, and principal association members, was convened to build a state principal evaluation system. The committee developed an evaluation system tied to the principal standards and focused on creating a process that would be used for continuous professional growth. The system will provide actionable, timely feedback that will allow principals to reflect consistently on their practice and strive to implement those practices that would improve their performance.

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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:	The campus professional staff will, other staff working directly in the classroom setting may, be eligible for financial incentives for increasing student achievement and improving professional practice. The reward system will be established to reward designated campus staff based on campus growth goals, staff's individual T-TESS/T-PESS Evaluation, and Professional Development and Professional Responsibilities.
	• Campus Growth Goals - 50%
	    o Well Above-100%, Above-90%, At-80%, Below-50%, Well Below-0%
	• T-TESS/T-PESS - 25%
	    o Distinguished-100%, Accomplished-90%, Proficient-70%, Developing-50%, Improvement Needed-30%, Growth Plan/TINA-0%
	• Professional Development/Responsibilities - 25%
	Met (100%), Not Met (0%)

Describe protocols/interventions to support teachers who are struggling to improve professional practice:	The idea behind T-TESS and T-PESS is to provide teachers with more information and support as they develop as educators, not to create a punitive system. Instructional coaches, campus administrators, and central office curriculum staff will all be available to review instructional practices, formative/summative assessment data, teacher self-assessment and goals, and professional responsibilities/development plans for teachers in need of support. Create professional learning library. Research-based best practices will be provided, staff may model interventions, offer opportunities to observe other classrooms, or other best practices to improve teacher performance.

Describe the criteria established for educator removal:	Personnel decisions are NOT the driving force behind this evaluation. That said, personnel decisions are based on multiple factors. The following criteria will be established for educator removal:
	• Criteria 1
	    o Professional Development/Responsibilities – Not Met
	    o T-TESS/T-PESS = Improvement Needed or Growth Plan/TINA
	• Criteria 2
	    o Campus Growth Goal = Below or Well Below, and
	    o T-TESS/T-PESS = Developing, Improvement Needed, or Growth Plan/TINA, or
	
	Professional Development/Responsibilities – Not Met

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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.

The roles of the Family Involvement Specialist will be to extend the TTIPS services beyond the traditional academic role with the aid of the DSCI, TTIPS Coordinator, and the various supporting services of the TTIPS program. This will also extend to helping the families and staff understand non-academic but items that can affect traditional school outcomes such as learning styles, being from poverty, etc. and how addressing these items can increase academic performance. The historical research base of the program lies in Dunn and Dunn (1990) work on learning styles which relates to current RTI (Response To Intervention) programs and the following on developing partnerships. "Partnerships must be viewed as an essential component of school organizations that influence student development and learning, rather than as an optimal activity or matter of public relations." (Epstein, Coates, Salinas, Sanders, and Simon, 1997) Effective school-community partnerships can: Extend learning opportunities for students and staff (Otterbourg, 1986); Assist students to succeed in school and life, support staff in their work, and improve school programs and school climate (Institute for Responsive Education, 1996); Positively impact student attendance, aspirations for post-secondary education, enrollment in challenging high school curriculum, and successful transitions from special education to regular classes (Jordan, Orazco, and Averett, 2002); Provide mutually beneficial resources to schools and community partners (U.S. Department of Education, 1993); and Enable schools to become assets for community and economic development (Cahill, 1996). The process of developing community learning centers grant proposal lends itself to the creation of these partnerships in that at each of the three communities. The school staff worked with various community stakeholders to form the programs that are presented in this proposal. In "Help at Last: Developing Effective School-Community Partnerships" a basic roadmap is given for methods of teaming the community and the school that was used in the creation of the centers and the obtaining of the input (RMC Research Corporation, 2002). Payne (2003) provided a rationale of why the various income classes do not have a good understanding of the world views of the "other" which can affect these non-academic social/emotional items. An overlooked aspect of non-academic social/emotional that blends into increasing community oriented services is the health and fitness of our students and their families (Mpofu, 2014). Fitness does promote academic success and we will use improvements to the "play area" of the campus - only park type area for our community - to increase the general activity of our stakeholders. This will also build the general sense of community where the campus is the center and a value added center (Sergiovanni, 1990). This will promote the non-academic role that the campus can serve.

Various organizations (e.g. Communities In School) will be working with the campus to provide these related services. MEA and MISD are providing these services because researchers have documented the negative effects on student's academic performance caused by lack of family support (Lagana, 2004; Ponsford and Lapadat, 2001); marital disruption and divorce (Sun and Li, 2002); mother absence (Heard, 2007); and parental loss (Abdelnoor and Hollins, 2004). Other researchers have noted the positive correlation between student's aggression at school and variables such as: family aggression (Fitzpatrick, Dulin and Piko, 2007; Miller, Miller, Trampush, McKay, Newcorn and Halperin, 2006) and negative home experiences (Fryxell and Smith, 2000). Stinchfield (2004) describes research that indicates that traditional office-based therapy is not always effective with at-risk families and advocates family-based therapy that includes involvement of school personnel. Griffin and Steen (2011) summarized the importance of the linkage of families with professional school school counselors in that this working relationship will mitigate barriers to academic success for low-income and minority families. Brigman and Campbell (2003) additionally found that the effects of school counseling interventions that focus on the development of cognitive, social and self-management skills can result in sizable gains in all students' academic achievement. Thus by having a focus that addressed non-academic with the social worker that the grant will provide, we believe that we will improve general life outcomes while establishing a culture of support that will help the students have better academic outcomes.

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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:	Austin Community College (ACC) has been MISD's IHE partner in dual credit and articulated credit agreements for all of our high school programs. MISD just met to develop ongoing working relationships that will be used in this and upcoming grants and MISD based programs. The ACC contact is Brandon Whatley, Dean, Applied Technologies, Multimedia & Public Service. The role of ACC will be to provide the families and students with exposure to CCR Industry standards. The role of ACC will be to provide the families and students with exposure to IHE activities and provide the instruction for our students to receive college credits.
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:	All of these items are paid from MISD local funds where grants are not available.

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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:	MEC and the other high schools at MISD to build the families knowledge that their child when reaching high school can achieve these college credits while still at MISD. The AVID system will be used to promote first generation and low income students as seeing themselves as attending college and obtaining CCR outcomes that align with their life goals. We are linking the "early start" or future visioning of being a college graduate at this elementary to provide strong future plans that will move the first generation families to ones more like those who have a history of parents, grandparents, etc. graduating from college. We believe that our unique link to elementary AVID and having this proposal funded will allow research to be done that establishes that this type of future visioning is more effect at meeting the goal of increasing underrepresented groups in college program in high school. The social media program will give a method to track the effects of both the early intervention and later (if both campuses receive funding) because we will at a very low cost be able to track students in the program to obtain longitudinal overlapping data on the outcomes of the two age range of students. The work of the elementary campus will align with MISD ongoing development of CTE Industry Certifications, Dual Credit, and other forms of higher education credits. The students on this campus will engage in future visioning that is focused on all of them having a post-secondary academic career where they earn a type of college degree and/or industry standard certification that allows for increase employment.

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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:	At the elementary campus we will use the AVID program to provide parents with the information that they need to understand their role at an early age to moving their child toward obtaining a college degree. We will be able to integrate The AVID elementary concepts to middle school and then to high school. This will provide our first generation and low income families with the support that they need to see college as something that their child can do because of the continuing support that MISD and the TTIPS program will provide. The student even at this age will be exposed to higher level courses and receive the scaffolding that will move them from just seeing themselves as a high school graduate who gets a job to a person that is College and Career Ready (CCR) and can choose any career path because they will have had the future visioning to see themselves as graduation from college and/or obtaining industry certification(s).

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

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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 Title 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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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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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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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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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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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

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 227-907-104 | 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.	The campus will participate in professional development that is data driven, content specific and research based to help with the overall growth of the academic program. Campus and Teacher leaders will attend the PLC Institute hosted by Solution Tree and will provide ongoing PD to all faculty and staff on campus.	Travel to conference and other vendor trainings
2.	The campus will contract with outside organizations such as Heinemann, Fountas and Pinnell, CIS, Region XIII and others to support the professional development related to reading intervention and other content area needs.	Contractual items to be determined by Advisory Taskforce
3.	The campus will increase the number of teachers and leaders who are trained in AVID methodologies and expand the AVID system campus wide.	Travel to conference and other vendor trainings
4.	The campus will have weekly PLC meetings to ensure a guaranteed and viable curriculum, develop and analyze common formative assessments, and provide targeted intervention and extension strategies	Leadership team meeting and the Advisory Taskforce
5.	Purchasing instructional materials and technology for classrooms that reinforce small group, stations, and other literary strategies while developing a lending system for technology that aligns to the Blended Model.	Supply line items

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Standard Application System (SAS)

Texas Education Agency

Schedule #17—Responses to TEA Program Requirements

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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 key interventions the campus will implement to *increase teacher quality* 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 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.	Peer training will also be offered to all teachers in the form of teachers being allowed to visit peers in their classrooms on their campus and other campuses.	Travel and conferences items to increase the knowledge of staff members who will bring training at MISD
2.	Teachers will attend additional professional development prior to district mandated professional development. Teachers will receive ongoing PD on the PLC model to engage in cycles of inquiry and action research around units of instruction, using common formative assessment to determine effectiveness and professional learning about the standards and instructional strategies	Travel and conferences items to increase the knowledge of staff members who will bring training at MISD
3.	Build and expand instructional strategies library on campus to support teacher and administrator growth in best practices to improve student academic achievement, attendance, and behavior, as well as increasing parental environment.	Funds for books and other materials that will be used to build professional development library
4.	Provide educational and summer / conference training that extend the teachers skill sets focused on meeting student /family needs.	Extra duty pay

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 227-907-104 | Amendment # (for amendments only):

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.	Campus leadership will attend training on the behavior interventions such as Positive Behavior Intervention and Support model and Restorative Justice with the use of system such as Positive Action (PA)	Travel and conferences items to increase the knowledge of staff members who will bring training at MISD and the contractor resources
2.	Campus leadership will be coached in setting turnaround goals/outcomes and priorities, developing and implementing a strategic plan with a timeline designed to achieve goals; using multiple data points, to monitor action plan and make adjustments based on data and feedback.	Travel and conferences items to increase the knowledge of staff members who will bring training at MISD and the NWEA data
3.	Leaders will create a committee of lead teachers to distribute leadership and empower others to act.	Advisory Taskforce and related funds
4.	Leaders will attend training on the Professional Learning Community (PLC) model hosted professional development entities such as Solution Tree.	Travel and conferences items to increase the knowledge of staff members who will bring training at MISD
5.	Build and expand leadership library on campus to support teacher and administrator leadership and growth.	Resources that can be used for books

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 227-907-104 | Amendment # (for amendments only):

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.	Creative Curriculum TSG assessment. C-PALLS allow teachers to determine small groups and it offers small group lessons identified areas of study.	Staff salaries and the conference professional development system
2.	PLC- weekly meetings with grade level teams to determine the effectiveness of common assessments, district assessments and tier instruction. All teachers will analyze performance by unit of instruction, engage in professional learning of targeted standards, and create common assessments for targeted standards. Teacher teams will continuously analyze common formative assessment data to determine students who need more time and support, and to determine instructional strategies that are successful. Intervention time is embedded in the schedule to provide students more time and support.	Extra duty pay
3.	Teachers will use formative assessment data points, such as istation, STMath, Tieme, DRA, and online content software to identify reading and math levels for small group instruction.	Extra duty pay
4.	Conduct BOY, MOY, and EOY data review of ELL student data to ensure consistent growth of ELL as measured by TELPAS information.	Advisory Taskforce and CIP process
5.	Conduct team data meetings one time a semester to allow the teachers to have a day of common planning to do long range planning for the year.	Advisory Taskforce and CIP process

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 227-907-104

Amendment # (for amendments only):

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.	Teachers and Instructional Aides working together to provide support for the very intentional tier one instruction, with tier 2 and tier 3 instruction being taught in small groups in the afterschool, summer, weekend settings.	Staff salaries and the conference professional development system
2.	Shift district funded summer programs for students to begin in July and/or August to prepare students for school and to close the summer learning gap.	Extra duty pay
3.	The campus will contract additional academic support beyond the normal school day with tutoring experts, such as Sylvan Learning, to implement small group tutoring ratios and evaluate success of tutoring program.	Extra duty pay
4.	Construct a team to make recommendations for extended school day or school year to increase opportunities for students to have individualized time, attention, and support.	Advisory Taskforce and CIP process
5.	Construct a team to make recommendations for additional professional development and development days, outside the normal contracted period, to increase opportunities for the staff to gain professional knowledge and best practices.	Advisory Taskforce and CIP process

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 227-907-104 | Amendment # (for amendments only):

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 <u>description</u> of <u>grant costs</u> 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.	Provide parent classes to the parents of students on our campuses. The classes will be offered at least twice each semester in the evening for optimal participation or more often as determined by the Advisory Taskforce.	Advisory Taskforce and the resources that they control
2.	Partner with parents, businesses, and community members to provide events such as cultural heritage celebrations, student driven action research service projects, and personal/professional development opportunities for parents such as Job training, ESL classes, computer skills, parenting skills, health awareness, etc.	Advisory Taskforce and the resources that they control
3.	Hire a Family Involvement Specialist and Social Worker to conduct home visits, set up counseling groups for students during the school day, service as a broker for resources, make referrals and provide support for tier III students.	Staff salaries
4.	Build parent involvement/engagement and education library on campus to support teacher and administrator growth in best practices to improve student academic achievement, attendance, and behavior, as well as increasing parental environment.	Advisory Taskforce and the resources that they control
5.	Celebrate success of the students through incorporating an active PTO to engage parent awareness and support of the campus. Community members will participate in the district sponsored parent involvement classes for support with ESL, computer literacy, health awareness and parenting support.	Advisory Taskforce planning celebrations using their supply resources

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 227-907-104 | Amendment # (for amendments only):

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.	Create a student council, provide council members with leadership training, and allow members to participate in campus decision, site based decision, making processes.	Advisory Taskforce and the resources that they control along with the CIP process
2.	Contract with an agency, such as Communities In Schools (CIS), to provide social skills services to campus students and training for campus administrators and teachers, and staff. Such an agency would collect data, monitor, and evaluate the program and report findings to the campus for program recommendations.	Contract items
3.	Create a committee to review campus climate survey results to determine areas of strengths and weaknesses and next steps for administration.	Advisory Taskforce and CIP team working with the DSCI
4.	Provide a committee to celebrate success and celebrations of the campus. The committee will provide monthly celebration to support the campus groups.	Advisory Taskforce and the resources that they control
5.	Create a committee to review ways to decrease teacher absences, attritions and increase teacher retention.	CIP leadership team with the campus administrators

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RFA #701-16-105; SAS #198-17
2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 227-907-104	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: 227-907-104	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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Schedule #18—Equitable Access and Participation (cont.)	
County-District Number or Vendor ID: 227-907-104	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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County-District Number or Vendor ID: 227-907-104	Amendment number (for amendments only):		

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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County-District Number or Vendor ID: 227-907-104		Amendment number (for amendments only):	

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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County-District Number or Vendor ID: 227-907-104	Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

County-District Number or Vendor ID: 227-907-104	Amendment number (for amendments only):

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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