Texas Education Agency
Standard Application System (SAS)

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

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period	February 1, 2017, to July 31, 2020, pending future federal allocations	
Application deadline:	5:00 p.m. Central Time, September 15, 2016	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	04 SEP 27 PM 1: 13
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 #
Golden Rule Charter School	057-835	Golden Rule Desoto		
Vendor ID #	ESC Region #			DUNS #
74-6001641	10			135151616
Mailing address		City	State	ZIP Code
2602 W. Illinois Ave.		Dallas	TX	7233

Primary Contact

First name	M.I.	Last name	Title
Johnny		Pecina	Assistant to the Superintendent
Telephone #	Email address		FAX #
214-333-9330	jpecina@goldencharter.org		214-333-9325

Secondary Contact

First name	M.I.	Last name	Title
Maggie		Rodriguez	Grant Manager
Telephone #	Email address		FAX #
956-970-2597	M_rodriguez23@live.com		866-600-0374

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
Dr. Vicente	Delgado	Superintendent
Telephone #	Email address	FAX #
214-333-9330	Vdelgado@goldencharter.org	214-333-9325
Signature (blue ink preferred)		Date signed

_____   8/29/2016

Only the legally responsible party may sign this application.

701-16-105-009

Schedule #1—General Information

County-district number or vendor ID: 057-835	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: 057-835	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: 057-835	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.
	      iii. Are designed and developed with teacher and principal involvement;

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(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.

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2. Provide a rigorous course of study that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum; or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.

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

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

5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081, and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:

   (A) Data to identify the population at risk of dropping out of school;
   (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
   (C) Early College brochures in all languages relevant to the school community;
   (D) Written communication plan for relevant target audiences: parents, community members, school board.

   Adapted from Texas Early College High School Blueprint, Benchmark 1

6. By the start of TTIPS full-implementation (Fall 2017), the LEA/campus will have key partnerships in place that will enable success as an ECHS. Key partnerships include:

   (A) Partnership between the school district and an institute of higher education (IHE) that:
   i. Is marked by a signed Memoranda of Understanding with current signature each year of implementation.
   ii. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
   iii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
   iv. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.

   (B) Contract/partner with a Texas ECHS demonstration site or other Texas ECHS that has retained designation for at least the last four consecutive years and assessed as exemplary using the Texas ECHS Blueprint, or other ECHS selected as a match partner site by the TEA.

   Adapted from Texas Early College High School Blueprint, Benchmark 2.

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

   Adapted from Texas Early College High School Blueprint, Benchmark 3.

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

9. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:

   (A) Beginning in TTIPS first year of full-implementation (Fall 2017), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.
   (B) By TTIPS second year of full-implementation (Fall 2018), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's

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(THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.

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

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

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

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

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

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

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

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

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

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

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

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

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

The Texas concept for an Early College High School is fully described in the following resources:
- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

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

9.	The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model**, the campus will implement in an elementary school and in accordance with the following federal and state requirements:

1. Implement in an elementary school that is eligible under this grant program; further assuring that any student receiving services funded through the grant program is enrolled in the grantee school.
2. Offer full-day kindergarten.
3. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
   (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
   (B) High-quality professional development for all staff;
   (C) A child-to-instructional staff ratio of no more than 10 to 1;

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(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;
	
	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

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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

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	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.
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.

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20.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
21.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
22.	The applicant will participate in formative assessments of the LEA's capacity and commitment to carry out the grant intervention models.
23.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
24.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 057-835	Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100				
2.	Schedule #8: Contracted Services	6200				
3.	Schedule #9: Supplies and Materials	6300				
4.	Schedule #10: Other Operating Costs	640				
5.	Schedule #11: Capital Outlay	660				
6.	Total direct costs					
7.	Indirect cost (%):					
8.	Total costs:					

N/A

Revised Annual Budget Breakdown				
Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Year 4 2019-2020	4-Year Total Budget Request

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 057-835	Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 057-835	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.

Golden Rule Charter School's DeSoto campus has been identified as a "Focus" campus by the Texas education Agency (TEA). The Charter's mission of, "*establish a safe and student-centered environment where knowledge and literacy are encouraged through learning activities that are developmentally appropriate, individually paced, and attuned to each student's academic performance and interests*" can be realized through the use of TTIPS funds. If awarded, the campus will implement an **Early Learning Intervention Model** at the campus that will increase student achievement by establishing a high-quality preschool program. The program will include structural elements that are evidence-based and nationally recognized for ensuring:
- Accelerated achievement;
- Profound and radical transformation; and
- Sustained reform.

Vision and Focus for School Reform: The Charter's inception was based upon a vision of meeting the diverse educational needs of students that traditional schools could not reach. This entailed addressing not only the educational, but also the emotional, social, and familiar aspects of every student and stakeholder. To that end, a program has been devised which will align the vision and focus for school reform to the Charter's own mission and vision. The program also demonstrates a clear ability to benefit from grant resources based on their vision for school reform, commitments, and existing structures that will enable reforms to take place. *(10 pts.)* Therefore, the vision of the program will be to create a nurturing, safe, and stimulating environment where teachers, staff, administrators, parents, and community members can work holistically to not only educate the students but build their self-esteem and confidence so that they are prepared to meet any challenges they are faced with in the future. Therefore, the Charter will focus its reforms in the following areas:
- Expanding the Pre-Kindergarten Program to offer 2 additional full day classrooms;
- Enhancing the full-day Kindergarten program;
- Increasing the level of experience and knowledge of the teachers at the campus;
- Providing high-quality professional development training to all staff;
- Restructuring classes to ensure the child-to-instructional ratio is no more than 10:1;
- Ensuring instructional salaries are comparable to salaries of local Pre-K through 5th grade staff;
- Providing comprehensive services that encourages parental involvement;
- Increasing students' access to research-based resources proven to increase academic performance; and
- Increasing teacher retention.

Sense of Urgent Need for Change: The Charter understands the urgent need for lasting change and that it cannot occur without the commitment of the teachers, staff, community members, and parents. Therefore, meetings have been held and notices have been distributed that detail the magnitude of the issues that are facing the DeSoto campus. Issues include students' academic deficiencies, high teacher turnover, gang recruitment occurring on campus, and lack of parental involvement. By ensuring all stakeholders are aware of these issues, the Charter can ensure that an urgent sense of need for change is prevalent amongst them.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 057-835	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.

High Expectations for Results: The vision for campus reform will be monitored by setting measurable objectives that must be met. Each objective is aligned to one of the Critical Success Factors that have been identified by TEA as being impactful to achieving continuous school improvement. These include: 1) Improving academic performance; 2) Increasing teacher quality; 3) Increasing leadership effectiveness; 4) Increasing use of quality data to drive instruction; 5) Increasing learning time; 6) Increasing family/community engagement; and 7) Improving school climate. Objectives will include:

PROGRAM OBJECTIVES

Objectives	Critical Success Factor
Increase the students' STAAR passing rate percentage to 87% and Commended rating to a minimum of 40% in ELA, by the end of the program.	Improve academic performance
Increase the students' STAAR passing rate percentage to 87% and Commended rating to a minimum of 40% in Math, by the end of the program.	
Teachers will take part in a minimum of 5 professional development trainings each year, to which a minimum of 50% will be offered through online format.	Increasing teacher quality
Teachers will be provided added supports designed to increase leadership effectiveness. This will include contracting an Instructional Coach or Strategist and scheduling common planning times.	Increasing leadership effectiveness
The campus will devise 8 new instances to review data in order to refine classroom instruction, training plans, and program outcomes annually.	Increasing use of quality data to drive instruction
Extend learning time by 30 minutes so students' can have added math and ELA instruction.	Increasing learning time
The campus will hold 5 new school-related functions annually for parents and community members in order to increase parental involvement.	Increasing family/ community engagement
The campus will provide students with added opportunities to participate in activities and increase student interaction. This will include the development of 2 extracurricular clubs.	Improve school climate

To ensure that Charter meets these objectives, milestones have been identified that will help ensure that procedures, activities, and services are being conducted. Data will be collected through surveys, tests, classroom grades, sign-in sheets, and PEIMS reports in order to monitor and determine if the program is being successful and showing growth.

Operational Flexibilities that will be Afforded the Campus in a Reform Effort: The Charter will provide the campus with operational flexibility, to include staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement. Initiatives will include:

- Provide teachers the opportunity to attend professional development trainings that support focus school initiatives;
- Extend learning time by 30 minutes in order to increase students' access to core area academics;
- Meet with campus administrators to develop the Campus Calendar to include added opportunities to engage parents and community members in the student culture. This may include parent/teacher conferences, academic nights, etc.;
- Increased planning-time provided through Professional Learning Communities; and
- Meet with instructional staff to determine what resources are needed to engage students. This may include technology, RtI and math software, and student performance incentives.

Organizational Structures: The Charter has put into place an organizational structure that allows for consistent monitoring and oversight of the program. The structure includes clearly defined roles, functions, scopes of authority and systems so that all TTIPS staff can work together to ensure the successful reform of the school. Additionally, the organizational structure will provide staff, students, parents, and community members with clear lines of authority and accountability.

Existing Capacity/Resources: The campus will build on existing capacity/resources available at the campus and Charter level. This will include assigning teachers and staff that have a proven record of success with stipends to serve as teacher mentors, enhancing existing academic programs, and offering weekend and Summer academies in order to make significant school reform changes.

Communication Structures: The campus will schedule quarterly meetings with Charter and campus administration in order to review the program's progress. The meetings will be open to the public in order to encourage parent and community participation and ensure program transparency. Stakeholders will be notified of dates of meetings through campus marque; campus website; and through the parent notification service flyers, which will be posted throughout the school, community, as well as, be sent home to parents. In addition, the meetings will be uploaded to the Charter and campus websites so that all interested parties that could not attend can view at their own convenience.

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Texas Education Agency

Schedule #6—Program Budget Summary

County-district number or vendor ID: 057-835	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

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	$235,480	$0	$574,989	$0	$585,031	$0	$595,305	$0	$1,990,805
Schedule #8	Professional and Contracted Services (6200)	6200	$317,639	$16,000	$353,269	$15,700	$355,123	$15,700	$357,145	$15,700	$1,446,276
Schedule #9	Supplies and Materials (6300)	6300	$276,600	$0	$84,400	$0	$75,400	$0	$68,400	$0	$504,800
Schedule #10	Other Operating Costs (6400)	6400	$8,500	$0	$10,000	$0	$9,500	$0	$9,500	$0	$37,500
Schedule #11	Capital Outlay (6600)	6600	$130,100	$0	$0		$0		$0		$130,100
Consolidate Administrative Funds ☐ Yes ☒ No											
Total direct costs:			$968,319	$16,000	$1,022,658	$15,700	$1,025,054	$15,700	$1,030,350	$15,700	$4,109,481
3.277% indirect costs (see note):			N/A	$33,348	N/A	$35,179	N/A	$35,180	N/A	$35,279	$138,986
Grand total of budgeted costs (add all entries in each column):			$968,319	$49,348	$1,022,658	$50,879	$1,025,054	$50,880	$1,030,350	$50,979	$4,248,467

Administrative Cost Calculation

Enter the total grant amount requested:	$4,248,467
Percentage limit on administrative costs established for the program (5%):	0.05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$212,423

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: 057-835

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 – Pre-K Teachers	2		-	$90,640	$93,359	$96,160	$280,159
2	Educational aides*	5		$50,000	$103,000	$106,090	$109,273	$368,363
Program Management and Administration								
4	District Coordinator of School Improvement (DCSI)*	1		$30,000	$61,800	$63,654	$65,564	$221,018
Auxiliary								
Other Employee Positions								
10								
11								
13	Subtotal employee costs:			$80,000	$255,440	$263,103	$270,997	$869,540
Substitute, Extra-Duty Pay, Benefits Costs								
14 6112	Substitute pay: 5 subs. x $200/day x 8 days. = $8,000*			$4,000	$8,000	$8,000	$8,000	$28,000
15 6119	Professional staff extra-duty pay: Common Planning Time – 13 Teachers x $30/hr. x 36 hrs. = $14,040*			$7,020	$14,040	$14,040	$14,040	$49,140
	Teacher Pay Increase – Will ensure teachers' pay is comparable to other schools in the vicinity. (8 Teachers x $7,000 = $56,000 *)			$28,000	$56,000	$56,000	$56,000	$196,000
	Mentor Pay Increase – Will provide the aforementioned pay increase, as well as, an increase in pay for the position of added responsibility they will assume as a mentor. (1 Mentor x $10,000 = $10,000 *)			$5,000	$10,000	$10,000	$10,000	$35,000
16 6121	Support staff extra-duty pay - Extended Learning Time: Tutorials – 8 Teachers x $30/hr. x 2 hrs. x 144 days = $69,120* Academic Academies – 4 Teachers x $30/hr. x 4 hrs. x 9 days = $4,320* Summer Academies – 6 Teachers x $30 x 4 hrs. x 8 days = $5,760			$42,480	$79,200	$79,200	$79,200	$280,080
17 6140	Employee benefits:			$32,480	$79,309	$81,688	$84,068	$277,545
18 61XX	Employee stipends Specify amounts and criteria to earn stipend: Teacher Stipends: $65,000 has been set aside for teacher stipends. Each of the 13 teachers is eligible to receive $5,000 based on student performance and teacher growth. Any funds not paid-out will be redistributed to all remaining teachers. 13 Teachers x $5,000 = $65,000* Principal Stipend: An $8,000 Principal stipend will be paid out for ensuring the growth of students and teachers.			$36,500	$73,000	$73,000	$73,000	$255,500
19	Subtotal substitute, extra-duty, benefits costs			$155,480	$319,549	$321,928	$324,308	$1,121,265
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$235,480	$574,989	$585,031	$595,305	$1,990,805

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

* Note: The pay for year 1 had been prorated

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 057-835	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

	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. Will be utilized to accommodate the addition of two new Pre-Kindergarten classrooms.	$135,000	$135,000	$135,000	$135,000	$540,000
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$135,000	$135,000	$135,000	$135,000	$540,000

Professional and Contracted Services Requiring Specific Approval

#	Description of Service and Purpose	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
1	Instructional Strategist – Will use classroom observance and teacher reviews to assess/revise all subject-area curricula and ensure all it meets current state guidelines. Will provide teachers with research and developments in education at the state and national levels. Will conduct quarterly checks of schools to identify any additional instructional support necessary.	$30,000	$61,800	$63,654	$65,564	$221,018
2	Instructional Coach – Will work directly with teachers to provide new instructional methodologies and best practices.	$27,500	$55,000	$55,000	$55,000	$192,500
3	Region ESC Service Center – Will offer a host of professional development trainings that are designed to improve teachers' and staff's leadership abilities.	$10,000	$15,000	$15,000	$15,000	$55,000
4	Leadership and Team Building Trainers – Will be contracted to provide high-quality professional development trainings and team building workshops. These services will take place throughout the year and will be targeted at teachers, administrators, parents and community members.	$37,889	$39,969	$39,969	$40,081	$157,908
5	Pitsco – Will be contracted to develop 2 STEM labs at the campus. The first will utilize an open room concept which will target students in Pre-K through 2nd grade. The second lab will provide workstations that can be utilized by students in grades 3rd through 5th. Cost will include equipment, work stations, curriculum, trainings, installation, consumables, and support.	$50,000	$2,000	$2,000	$2,000	$56,000
6	Core Area Subject Trainers – Has been budgeted to be utilized to provide targeted trainings to teachers to help address areas of deficiency. This will include teaching strategies, working with at-risk students, and more.	$20,000	$30,000	$30,000	$30,000	$110,000
7	Microsoft 360-Education – Will provide teachers, administrators, and students with access to the complete host of Microsoft's products. Through this cloud-based service, each participant will be able to create and edit Word, OneNote, PowerPoint, and Excel documents from a cloud-based server, which allows them flexibility of accessing their projects anytime and from any device. 250 licenses x $1.50 per month x 12 months	$2,250	$4,500	$4,500	$4,500	$15,750
8	External Evaluator - Will provide professional, evaluation services to include surveys, walk-throughs, one-on-one discussion groups, and quarterly and annual reports.	$16,000	$15,700	$15,700	$15,700	$63,100
9	National School Climate Center - Will promote a positive and sustained school climate, which includes a safe, supportive environment that nurtures social, emotional, ethical, and academic skills.	$5,000	$10,000	$10,000	$10,000	$35,000
b.	Subtotal of professional and contracted services:	$198,639	$233,969	$235,823	$237,845	$906,276
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$0	$0	$0	$0	$0
	(Sum of lines a, b, and c) Grand total	$333,639	$368,969	$370,823	$372,845	$1,446,276

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: 057-835   Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

#	Type	Expense Item Description / Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
		Technology Hardware- not capitalized							
1	Staff Laptops	Will be utilized by the 13 teachers, DCSI, Strategist, Coach, and Principal to review and assess data, monitor the program, prepare lesson plans, and take part in online trainings.	17	$1,000	$17,000				$17,000
2	Student Laptops	Will be utilized by students in grades 3 - 5th to complete assignments, research, and access school resources at home.	131	$375	$49,125				$49,125
3	Student iPads	Will be utilized by students in grades Pre-K through 2nd grade to complete assignments, complete research, and access school resources at home.	79	$500	$39,500				$39,500
4	Desktop Computers	Will be purchased to be utilized in the Pre-K and Kindergarten classrooms. These desktop computers will provide students with access to online software and assessments that are note accessible through the portable devices.	60	$500	$30,000				$30,000
5	Printers	Will be utilized by TTIPS staff and students to print data results, surveys and questionnaires, and classroom assignments.	5	$500	$2,500				$2,500
		Technology Software- not capitalized: RtI Software							
63XX		Specify type/purpose: Will provide a supplemental math and reading program that will address gaps and help increase students' mathematics and ELA proficiency. $238.10 per student.			$50,000	$50,000	$50,000	$50,000	$200,000
63XX		Textbooks/Curricular Materials: Houghton Mifflin Harcourt - Every Day Counts Program							
		Specify type/ purpose: Will transform mathematics learning and helps students build mathematical fluency to meet standards.			$5,600	$400	$400	$400	$6,800
63XX		Supplies and materials to be used as student incentives: PBIS Incentives							
		Specify type/ purpose: Will be utilize to purchase achievement awards for students that demonstrate hard work and inspire them to keep up their good work. (i.e. certificates, ribbons, pens, etc.)			$5,000	$5,000	$5,000	$5,000	$20,000

Supplies and Materials that do not Require Specific Approval

#	Type	Expense Item Description / Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6300		Supplies and materials that do not require specific approval:							
		Infrastructure – Will be utilized to update the DeSoto campuses infrastructure and ensure the campus can support the added technology and software to be purchased.			$30,000				$30,000
		Miscellaneous Supplies – Will be utilized to purchase supplies to be utilized in the instruction of students. This will include pens, paper, art supplies, ink cartridges, carrying cases and screen protectors for portable devices, and more. In addition, supplies needed for the outfitting of the two new Pre-K classrooms will be purchased. This will include small area carpets, sleeping mats, educational wall coverings, and more.			$47,875	$29,000	$20,000	$13,000	$109,875
		Grand total:			$276,600	$84,400	$75,400	$68,400	$504,800

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: 057-835

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.					
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:					
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.					
6413	Stipends for non-employees other than those included in 6419					
6419	Non-employee costs for conferences. Requires authorization in writing.					
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.					
64XX	Advisory council/committee travel or other expenses Specify name and purpose of council: Specify types of costs:					
	Cost of membership in civic or community organizations Specify name and purpose of organization:					
6495	Specify purpose of membership:					
	Subtotal other operating costs requiring specific approval:					
	Remaining 6400—Other operating costs that do not require specific approval:	$0	$0	$0	$0	$0
	Transportation, Per Diem, and Lodging - Will be provided for TTIPS staff to attend the required Texas Accountability Intervention System training, as well as, visit exemplar schools. Costs will include Travel, per diem, hotel, and registration fees.	$6,000	$6,000	$6,000	$6,000	$24,000
	Travel to Visit Other TTIPS Programs — Will provide the DCSI, Strategist, and Principal the opportunity to visit other TTIPS campuses and observe best strategies that are being implemented and discuss any hurdles they may be faced in the implementation of the program. This will prepare the DeSoto to address these issues before they begin.	$500	$500			$1,000
	Nutritional Snack – Will be utilized to purchase nutritional snacks for students that take part in the after-school and summer academies and tutorials.	$2,000	$3,500	$3,500	$3,500	$12,500
	Grand total:	$8,500	$10,000	$9,500	$9,500	$37,500

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

For TEA Use Only	
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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

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

Schedule #11—Capital Outlay (6600)

Amendment number (for amendments only):

County-district number or vendor ID: 057-835

#	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	Library Books – Will be purchased so that students can have access to added literature that will help them increase their reading proficiency.	N/A	N/A	$41,400				$41,400
66XX—Computing Devices, capitalized								
2	Electronic Flat Panel and Stand – Will be utilized by teachers and students during their daily instruction. This interactive tool will encourage student participation by offering teachers the opportunity to enlist visually stimulating resource in the lesson plans.	13	$5,730.77	$74,500				$74,500
3								
66XX—Software, capitalized								
66XX—Equipment, furniture, or vehicles								
14	Student Table and Chair Sets – Will provide Pre-K students a perfect spot to gather and work on the daily lessons and/or complete activities. Each set includes one activity table and four stackable chairs	10	$350	$3,500				$3,500
15	Computer Workstations – Will be utilized in the Pre-K classrooms to provide students access to online curriculum and assessments not supported through the portable devices.	10	$350	$3,500				$3,500
16	Teacher Desk – Will be utilized by the teacher to plan lessons and review student work.	2	$450	$900				$900
17	Adult Chair – Will be utilized by the Pre-K teacher, educational aide and parents during meetings and when reviewing students work or discussing their progress.	4	$100	$400				$400
18	Lockers – Will be utilized by Pre-K students to store their personal belongings such as rain coats, back packs, and more.	6	$450	$2,700				$2,700
19	Reading Centers - Will provide Pre-K students the ability to access reading literate in the classroom.	4	$350	$1,400				$1,400
20	Cubbies – Will store Pre-K classroom supplies when not in use.	4	$400	$1,600				$1,600
21	File Cabinets – Will provide teachers a secure storage to store students information, as well as, other pertinent documents.	4	$50	$200				$200
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:	$130,100				$130,100

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

County-district number or vendor ID: 057-835	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	200		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American student enrollment	81	40.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic student enrollment	105	52.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White student enrollment	12	6.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian student enrollment	1	.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged student enrollment	188	94.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP) student enrollment	73	36.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Special Education student enrollment	10	5.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals			
Disciplinary placements in In-School Suspension			2015-2016 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension			2015-2016 PEIMS report #425; code #C164
Disciplinary placements in DAEP			2015-2016 PEIMS report #425; code #C164
Disciplinary referrals for Truancy			2015-2016 PEIMS report #425; code #C164
Attendance rate		95.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		N/A	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		N/A	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2016 standard, mathematics (standard accountability indicator)		%	TEA 2016 Accountability Summary Report.
STAAR / EOC met 2016 standard, reading / ELA (standard accountability indicator)		%	TEA 2016 Accountability Summary Report.
ACT and/or SAT- Class of 2015, percent students Tested		N/A	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2015, percent At/Above Criteria		N/A	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	N/A		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	N/A		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2014 enrolled in a Texas Institution of Higher Education (IHE)		N/A	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: 057-835	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.

Community Demographics: The DeSoto campus is located in DeSoto, Texas, which is situated on the outskirts of Dallas. The U.S. Census estimates that the 2014 total population of DeSoto is approximately 50,837. The following table illustrates the demographics from which the student population is comprised of and compares it to that of the state.

COMMUNITY DEMOGRAPHICS

	Race				Education			Poverty	ELL
	Hispanic	White	African American	Other	Dropout	Diploma	Some College		
DeSoto	13.2%	16.2%	68.3%	2.3%	21.7%	29.7%	39.3%	24.1%	5.5%
Texas	38.2%	44.3%	11.6%	5.9%	17.9%	30.3%	44.2%	17.7%	14.2%

Source: 2014 American Community Fact Finder

Student Demographics: In addition to the community demographics, the Charter has prepared the following table that illustrates the campus demographics. The gaps between the campus and state can be attributed to the campus high percent of economically disadvantaged students that are comprised primarily from minority groups.

STUDENT DEMOGRAPHICS

	Race				Mobility	Economically Disadvantaged	ELL
Year	Hispanic	White	African American	Other			
Campus	52.5%	6.0%	40.5%	1.0%	22.7%	94.0%	36.5%
Texas	52.0%	28.9%	12.6%	6.4%	16.9%	58.8%	18.2%

Source: 2014-2015 Texas Academic Performance Report (TAPR)

Although the DeSoto campus provides equal access to all students, it is apparent that the campus demographics greatly differ from that of the city. For example, in the Community Demographics table, data indicates that the city of DeSoto's diverse population group is made up of approximately 68.3%% African American and 13.2% Hispanics; whereas, the Student Demographics data indicates that the campus is made up of 40.5% African American and 52.5% Hispanics. Additional discrepancies can be seen in the poverty-level and ELL data. This data indicates that a large portion of the students that attend the DeSoto campus are from households that live in poverty. This is a special problem when one considers that the community's mean household income is $72,398. What this means for DeSoto's attending students and their families is that they do not have access to many of the resources and assistance that many of their neighbors have. This includes technology, one-to-one and small group tutoring, and more. Additionally, families lack access to programs designed to help them assimilate into the culture and obtain better paying jobs. This includes ELL and GED classes.

Due to these vices, the students of DeSoto are at an increased risk of be being initiated into one of the many gangs that are prevalent in Dallas. This is a real threat in this area since Dallas-Fort Worth was identified as being the most densely gang populated area. Gangs include Crips, Bloods, Tango Blast, Aryan Brotherhood, Bandidos Outlaw Motorcycle Gang, Texas Syndicate, Texas Mexican Mafia, Sureño 13, Aryan Circle, Latin Kings, and Mara Salvatrucha. This is why Golden Rule Charter School commitment to meet the needs of "the whole child" is so important. This service model has been adopted to ensure that the campus meets the educational, mental, emotional, social, and familial aspects of every student and stakeholder and builds a solid foundation from which the students can grow from. Funds are needed to provide the DeSoto campus the means to deliver on this commitment.

Time-Related Data: The table below details how performance at school directly impacts the students' future outcomes. Since students who do not start off on a good foundation tend to struggle throughout the rest of their lives. This leads to the high percentage of individuals in the area that dropout, are unemployed, or have criminal backgrounds.

TIME-RELATED DATA

Year	Drop Out		Unemployed		Arrests per 100,000	
	Charter	State	City	State	DeSoto	State
2014	23.9%	19.1%	6.0%	4.9%	1,255	N/A
2013	25.6%	18.7%	6.3%	5.2%	7,038	3,349
2012	27.2%	19.4%	6.1%	5.0%	3,687	3,653

Source: 2012, 2013, and 2014 American Fact Finder

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

County-district number or vendor ID: 057-835	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	19		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	12	62.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	0	0.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	1	5.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	6	32.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	9	73.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	2	17.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	1	8.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	6	47.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	6	52.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	0	0.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	0	0.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	0	0.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	$37,760		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	$37,963		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	$0		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	$0		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years Experience	$0		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	0	0.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Bachelor's degree as highest level attained	11	91.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Master's degree as highest level attained	1	8.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Doctoral degree as highest level attained	0	0.0%	2014-2015 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: 057-835	Amendment # (for amendments only):

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

The DeSoto campus has long struggled with recruiting and retaining experienced, high-quality staff. This is due in part to DeSoto's close proximity to Dallas and DeSoto ISD. Due to limited fund, the Charter lacks the means to offer teachers competitive wages, benefits, trainings, and support that will attract and keep experienced instructional staff. Instead, the Charter is only able to attract novice teachers with little or no experience. Unfortunately, once these teachers gain experience from the Charter, they seek other opportunities that can provide them with the pay and support they desire. This results in a never ending cycle of hiring and training of instructional staff that other schools get to benefit from once they are proficient. This is a cycle that must end, so that DeSoto can be able to elevate their curriculum and instructional strategies to the next level of proficiency. The following table illustrates the gaps that exist between the instructional staff that are employed at the DeSoto campus and that of the neighboring schools:

INSTRUCTIONAL STAFF COMPARABILITY TABLE

	Experience				Degree				Pay			
	New	1 to 5	6 to 10	11 & ↑	None	Bachelor	Master	Doctorate	New	1 to 5	6 to 10	11 & ↑
GR -DeSoto	47.9%	52.1%	-	-	-	91.3%	8.7%	-	$37,760	$37,963	-	-
DeSoto ISD	8.1%	26.8%	27.4%	37.7%	.8%	66.1%	31.5%	1.6%	$45,262	$46,426	$49,312	$57,080
Dallas ISD	13.5%	27.0%	19.6%	39.9%	1.0%	65.6%	31.9%	1.5%	$47,424	$47,941	$50,856	$60,960

Source: 2014-2015 Texas Academic Performance Report (TAPR)

With the large gap that exists between the rate of pay for the instructional staff at the DeSoto campus and that of the surrounding school districts, it is easy to see why the campus has an issue with the retention of highly qualified teachers and has been identified as a Title I Focus campus. The table below shows the trends in teaching staff in conjunction with their experience and educational attainment compared to the state's.

CAMPUS TEACHER ASSESSMENT TRENDS

Year	Beginning Teachers		5 Years or Less		Educational Attainment (Bachelors or Lower)	
	Campus	State	Campus	State	Campus	State
2014-2015	47.9%	8.5%	52.1%	26.1%	91.3%	75.1%
2013-2014	48.2%	8.3%	51.8%	25.3%	89.8%	83.7%
2012-2013	67.6%	7.0%	32.4%	26.1%	86.0%	76.3%

Source: 2012-2013, 2013-2014, and 2014-2015 Texas Academic Performance Report (TAPR)

One of the key reasons for the high teacher turnover is the lack of support and resources each teacher has available to them. No established procedures or programs are in place to provide teachers with a structured training plan. This includes the lack of teacher mentoring, collaboration, and advancement.

While the Charter understands the importance in providing teachers with collaborative opportunities and support, the Charter is faced with the difficult task of organizing and generating buy-in from teachers for this to succeed. Therefore, in order to foster an open, supportive and collaborative campus culture that will allow teachers to seek and attain growth within their field, the Charter requires the funds to:
- Expand and provide a high-quality Pre-Kindergarten program;
- Improve the quality of instruction provided to students;
- Increase the level of experience of the teachers at the campus;
- Improve staff retention;
- Increase the use of data;
- Implement a comprehensive evaluation system; and
- Increase parental and community involvement.

Through these measures, the Charter is confident that it can, not only successfully increase the teachers' capabilities, but can also create an added sense of community within the campus. This will ensure that teachers share in the success and failures of the school and push to excel in their teaching strategies.

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

County-district number or vendor ID: 057-835 | 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
79	31	17	28	20	18	17	-	-	-	-	-	-	-	210

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
2	2	2	2	2	1	1	-	-	-	-	-	-	-	11

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Schedule #13—Needs Assessment

County-district number or vendor ID: 057-835	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.

Process Description for Data Analysis: In preparation for the submission of the Texas Title I Priority Schools (TTIPS), Cycle 5 grant, the Charter had a comprehensive needs assessment conducted on the DeSoto campus by an independent consultant. It was the intent of the Superintendent to obtain an unbiased view of the campus and its needs, along with suggestions for improvement, which could be utilized in conjunction to the needs and suggestions presented by Charter staff. Elements of the needs assessment included problem identification and root cause analysis. This included a review of the instructional programs that are currently being utilized at the campus, the experience/capabilities of the school leadership team, a review of Exit Interviews, and the infrastructure that is available for student and teacher use. The goal for the Charter was not just to identify the areas of need, but to also identify the root cause for the problems. The following is a description of the process and activities that the Charter utilized to conduct the campus needs assessment and to analyze the data.

Needs Assessment: In conducting the campus needs assessment, the following data was collected and reviewed:

- Daily assignment scores
- Attendance records
- Teacher and staff participation
- Quality of available resources
- Parental involvement documentation (sign-in sheets)
- Student and teachers' accessibility to resources
- Test scores
- PEIMS 425 records
- Teacher and staff experience
- Teacher and staff recent performance evaluations
- Quality/dependability of partners and vendors
- Campus hours of operation

Team Members Involved and Frequency/Timeline of Planning Process: The Assistant Superintendent then scheduled and held planning meetings in order to analyze the identified needs of the DeSoto campus and select the model, goals, and interventions to be implemented if funded. Included in the planning meetings were the following stakeholders: Superintendent, Assistant Superintendent, Campus Principal, Chief Financial Officer, Special Educator Director, Counselor, ESL Coordinator, Director of Technology, Human Resources Director, and Teachers. In total 4 weekly planning meetings were held. In addition, the Charter also held special planning meetings and conducted a survey which was designed to solicit input from parents and community members regarding the selection of the model and key activities/strategies to be implemented if funded. Meetings included a Board Meeting that was held on September 14, 2016, as well as, PTA meetings.

Key Activities/Strategies Used for Decision-Making: During these meetings, gaps, barriers, and weaknesses were identified and key qualitative dimensions (i.e. priority, severity, urgency, complexity, or mandatory requirements) that support prioritization were applied. To facilitate the decision-making process and ensure a wide range of ideas were considered, the Charter provided all stakeholders with the list of the campus's identified gaps and needs. Stakeholders were encouraged to submit their ideas for solutions through an online survey or during planning meetings. All suggestions were compiled into one document and reviewed as a whole during the following scheduled planning meeting. Based-upon identified gaps and needs, as well as the vision for the campus, the Charter chose to implement the **Early Learning Intervention Model.** This would allow the campus to utilize funds to increase the instructional time for Pre-K students by offering 4 full day classrooms, decrease the student-to-teacher ratio by contracting and hiring additional staff, enhance existing resources and programs, and implement new programs that are research-based and effective.

Goal Setting and Intervention Design: The following goals and interventions were selected based on the identified models and need of the campus:

- Goal #1: Expanding and providing a high-quality Pre-Kindergarten program;
- Goal #2: Improving the quality of instruction provided to students;
- Goal #3: Increasing the level of experience and knowledge of the teachers at the campus;
- Goal #4: Improving staff retention;
- Goal #5: Increasing the use of data;
- Goal #6: Implementing a comprehensive evaluation system; and
- Goal #7: Increasing parental and community involvement.

Meeting these goals will be critical for the successful implementation of the program; therefore, continuous monitoring by the District Coordinator of School Improvement (DCSI), as well as, evidenced-based progress reporting will be required.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 057-835	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.

The **Early Learning Intervention Model (ELIM)** *(10 Priority Pts.)* was selected because it best meets the unique needs of the DeSoto campus. The reasoning behind this model selection includes the following:

MODEL SELECTION JUSTIFICATION	
Pre-K Student Counts	As is evident in the student demographics that are listed on page 26, 38% of the students attending the DeSoto campus are preschoolers. Therefore, it is important to provide a high-quality preschool and kindergarten program. As per *EIM Req. #2 and #3*, the high-quality program will include structural elements that are evidence-based and nationally recognized as important for ensuring quality.
Instructional Staff Pay	Data presented on page 25 of the grant application serves as a clear indicator that the DeSoto campus is in dire need of funds that will allow for the increase of staff pay to be comparable to that of neighboring school districts. Therefore, as per *EIM Req. #3I*, if funded instructional staff salaries will be offered that are comparable to the salaries of local K-5th instructional staff. Additionally, (*EIM Req. #7 and #8*) strategies such as financial incentives, increased opportunities for promotion and career growth, rewards for increased student achievement, and more flexible work conditions that are designed to recruit, place, and retain high quality educators will be implemented.
Teacher-to-Student Ratio	Data indicates that the DeSoto campus has a 12:1 teacher-to-student ratio. As per *EIM Req. #3C and D*, the availability of instructional staff will be increased by hiring or contracting additional needed teachers and Educational Aides. This will also help to ensure that the campus meets the class size requirement.
High Quality Training and Support	Since the instructional staff at the campus is comprised of approximately 50% new teachers and 50% with only 1-5 years' experience, the need for high quality trainings and support is a predominate need at the campus. Therefore, as per *EIM Req. #11,* staff will be provided with on-going, high-quality, job-embedded training such as coaching and mentoring. In addition, as per *EIM Req. #6,* a rigorous, transparent, and equitable evaluation systems for teachers and principals will be utilized. Finally, as per *EIM Req. #4,* instructional staff, will be provided with time for joint planning across grade-levels.
Use of Data	Due to the special population that is serviced at the DeSoto campus, it is imperative that, as per *EIM Req. #9 and #10,* training be provided on the use of data to identify and implement a research-based, developmentally appropriate, vertically aligned instructional program that promotes academic content across a range of development. It will also promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 057-835	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.

Since the summer of 2015, when the DeSoto campus originally submitted for and was denied TTIPS funding, the Charter staff has been working to identify the root causes to the issues that the campus consistently faces. Charter and campus staff have sought to engage with teachers, parents, and community members in order to gather input regarding the problems that students encounter which negatively impact their academics. This was done as part of a comprehensive needs assessment that was conducted on the campus and utilized during the preparation of DeSoto's Campus Improvement Plan (CIP).

Actions Taken to Solicit Input from Stakeholders in Selecting the Model: Family and the community members were meaningfully engaged in assessing the program needs and selecting the school improvement model. *(10 pts.)* As part of the TTIPS, Cycle 5 planning process, the Charter has built upon the data that was garnered during the original needs assessment and utilized current data to update the findings. In addition, several procedures have been implemented to solicit further feedback from stakeholders regarding the selection of the model and design of the program. Methods utilized to engage stakeholders and gather feedback included the following methods:

- **Board Meeting** – The Charter held a Board Meeting on September 14, 2016, in order to solicit input from stakeholders regarding the intent of the Charter to apply for funding for the DeSoto campus. This Board Meeting was open to be attended by the public, to include: parents, family members, teachers, students, and community members.
- **Open House Event** – During the open house, parents were informed of the intent to apply for funding for funding for the DeSoto campus. Attendees were offered the opportunity to submit feedback regarding model selection.
- **Surveys** – Online surveys were conducted through an outside consultant that would allow parents the opportunity to provide feedback regarding the model selection, design of the program, and proposed activities.
- **One-on-One Meetings** – Parents, staff, and community members were encouraged to meet with the Principal and/or Superintendent in order to provide their input regarding the proposed program. This option was made available for individuals that could not attend any other meeting or may not feel comfortable speaking in large group.
- **Notices Sent Home** – Notices were sent home to parents that invited parents to either attend a meeting, schedule a conference with the Principal, take part in the survey, or submit in writing a letter describing their vision for the program and model selection.

For each method that were utilized to garner feedback, the stakeholders were provided information describing the various models that were available to choose from. A breakdown of each intervention was provided that included a list of possible benefits and downsides. In addition, families and the community members were provided with relevant data that detailed the area of weaknesses for the campus.

How Input Was Taken into Consideration when Selecting the Model: During all meetings that were held, stakeholders were encouraged to ask questions and openly discuss any ideas and suggestions they may have regarding the proposed program. Detailed notes were made and were utilized in conjunction with survey results and submitted letters from parents to be considered during the next planning meetings. The families and community unanimously agreed that based on the intervention models designs and the goals of the campus, the **Early Learning Intervention Model** would meet most of the needs for the DeSoto campus.

Plans to Meaningfully Engage Families and Community in the Implementation on an On-going Basis: Family and community members will be meaningfully engaged in an on-going basis through the implementation of the program. *(10 pts.)* In order to ensure family and community members remain engaged throughout the implementation of the program, the administrative staff has designed the following strategies:

- Provide added opportunities for parents and community members to support students in their academics;
- Ensure the transparency of the TTIPS and other on-going programs and activites so that parents and community members can be more involved in the decision making process; and
- Ensure that parents and community members are part of the Implementation Team so that feedback can be solicited.

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Texas Education Agency

Schedule #14—Management Plan

County-district number or vendor ID: 057-835	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)	Will lead the campus through the implementation of long-term reforms, as set forth in the TTIPS **Early Learning Intervention Model**. This includes operating in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG), enrolling in the Children's Learning Institute (CLI) to provide the high-quality preschool programs.	• Qualifications: Managing Programs, Budgets, Personnel, and Vendors • Experience: 5 years in a related field • Certifications: Bachelor's Degree in Educational Management Field
2.	Superintendent	Will obligate the Charter to grant activities according to state regulations. Ensure no previously allocated funds are diverted from the campus because of its acquisition of TTIPS funding.	• Qualifications: Teacher, Coach, Principal, and other administrative roles • Experience: Minimum 5 years as a Superintendent • Certifications: Master's Degree in Education and a Superintendent Certificate
3.	Principal	Will monitor the implementation of the program and ensure that all stakeholders are kept abreast of program growth and outcomes. Will ensure that all staff, teachers, parents, community members, and students participate in all surveys and questionnaires conducted by TEA and the Evaluation Team. Will support and provide oversight to the program by attending scheduled TTIPS meetings and reviewing collected data results.	• Qualifications: Working with students and successfully overseeing programs • Experience: 5 years in a related field • Certifications: Master's Degree in Education or similar field
4.	Implementation Team	Will meet regularly to discuss the progress of the TTIPS Program, review all data results, and address any significant issues. Will propose solutions to issues and address any changes that may need to be made to the approved TTIPS grant.	• Qualifications: Knowledge of effective intervention strategies. Collaboration and organizational skills • Experience: 5 years in a related field • Certifications: Bachelor's Degree
5.	Technology Director	Will research all proposed technology and software to be purchased through grant funds. Will ensure the campus has the infrastructure needed to support all new hardware and software. Will work with the DCSI and Chief Financial Officer to place purchase orders. Will receive all new hardware and software and prepare it for student and teacher use.	• Qualifications: Knowledge on current technology. Able to setup devices and ensure their maintenance and upkeep • Experience: 5 years in a related field • Certifications: Bachelor's Degree
6.	Chief Financial Officer	Will ensure no previously allocated funds are diverted from the campus because of its acquisition of TTIPS funding. Will review all expenditures in order to ensure they are allowable through grant funds. Will ensure that all expenditures are properly coded prior to being submitted.	• Qualifications: Current knowledge of financial and excellent verbal, analytical, organizational and written skills • Experience: 5 years in a related field • Certifications: Bachelor's Degree in Finance
7.	Teacher Mentors	Will provide new and struggling teachers with oversight and training. Will serve as the facilitators during all planning learning times. Will conduct classroom walkthroughs on all assigned teachers in order to provide feedback and suggestions.	• Qualifications: On-going commitment to the school, proven record for student growth in classroom, and willingness to actively participate in/or plan school functions • A minimum of 5 years' experience • Bachelor's Degree

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057-835	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.	Contracted Instructional Strategist	Will use classroom observance and teacher reviews to assess/revise all subject-area curricula and ensure all it meets current state guidelines. Will provide teachers with research and developments in education at the state and national levels. Will conduct quarterly checks of schools to identify any additional instructional support necessary. Will coordinate with the principal to provide teachers feedback on goals being met and those still lacking plus demonstrate effective teaching strategies. Will encourage parental involvement.	• Qualifications: Expertise in curriculum design and implementation. Ability to evaluate teaching effectiveness • Experience: 3 years' minimum • Certifications: Master's degree in information and instructional design or education in a specific subject area
2.	Children's Learning Institute (CLI)	Will provide a comprehensive preschool teacher training program that combines a research-based, state-adopted curriculum with on-going professional development and progress monitoring tools to help children be more prepared for kindergarten and beyond.	Qualifications, experience, and certifications will be set forth by CLI and will be sufficient to meet the requirements of the program.
3.	Consultant Professional Development Service Provider	Will provide a spectrum of trainings designed to increase classroom management skills, leadership skills, and parental involvement.	• Qualifications: Trainings that are research-based and proven to be effective • Experience: 5 years' as a trainer • Certifications: Bachelor's degree in education or administration
4.	Instructional Coach	Will work directly with teachers to provide new instructional methodologies and best practices. Will be required to participate in surveys designed to gauge teacher participation, level of involvement, and the quality of the external consultant trainings that were provided.	• Qualifications: Knowledge in instructional strategies, classroom management strategies, and trainings • Experience: 3 years' • Certifications: Bachelor's degree in education
5.	Region 10 Education Service Center (ESC)	Will provide professional development training to teachers and staff such as: Creating a Positive Campus Climate, Classroom Walk-throughs with Reflective Practice, Applying Technology in the Classroom, Instructional Leadership Development (ILD), Mental Health, Bullying and Reporting Procedures, etc.	Qualifications, experience, and certifications will be set forth by the ESC and will be sufficient to meet the requirements of the program.
6.	National School Climate Center (NSC)	Will assist the campus in promoting a positive and sustained school climate, which will increase teacher retention and student academics. This will be accomplished by providing access to online surveys, school climate portal, Comprehensive School Climate Inventory (CSCI) Report, and Action Worksheets.	Qualifications, experience, and certifications will be set forth by NSCC and will be sufficient to meet the requirements of the program.
7.	Program Evaluation & Educational Research Solutions (PEERS)	Will provide with Charter with a comprehensive professional development training plan that is designed to increase parent and community involvement, establish effective student-teacher relationships, and create a learning and supportive structure outside the school environment.	• Qualifications; Previously evaluated other programs of this magnitude • Experience: Minimum 5 years' experience • Certifications: Bachelor's degree in education or administration

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 057-835	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.

<u>**Ensure all Project Participants Remain Committed to the Project's Success**</u>: The Charter and campus administration have set forth protocols that will ensure participants are committed to the success of the program. Primarily, stakeholders' feedback and suggestions for the design of the program, selection of the activities and services to be provided, and goals and objectives of the initiative have been utilized that will serve as stepping stones to realizing the vision for the DeSoto campus. Additionally, in order to ensure that the participants remain committed to the success of the program, the following procedures will be put into place:

- **Implementation Meetings** - Stakeholders will be invited to attend the Implementation Meetings which will provide stakeholders updates on the status of the program. This will also allow them the opportunity to continue to provide suggestions for the improvement of the program; thus, ensuring they are assessed on the outcome of the program;
- **Parental Involvement Activities** – Parents and family members will be provided with additional opportunities to take part in school functions. This will include trainings on homework assistance, added opportunities to support their child in academic competitions, added extra-curricular activities, and opportunities to assist the teachers in the classroom; and
- **Supports and Incentives** – Teachers, staff, and students will be provided with added supports that will increase academic outcomes and improve the school climate. Goals will be set for students to meet academically, and when these goals are met the stakeholders will be provided with incentives. Through the use of data, the teachers, staff, and students will be able to track if they are on target for meeting their goal.

<u>**Succession Management Strategies**</u>: To ensure that the Charter and campus personnel are able to deliver continuous high-quality programming when there are changes in key project staff, the **Early Learning Intervention Model** will incorporate succession management strategies. The strategies will include the following strategies:

- Provide a source of in-house replacements for key positions;
- Allow for the retaining of key-talent by providing challenging, growth-oriented and rewarding career opportunities;
- Prepare individuals for future challenges;
- Increase the campus' human capital; and
- Make the campus more attractive to qualified individuals.

Through these succession management strategies, TTIPS staff will be trained in the role and function that they are assigned to and will be able to stand-in or support other key roles. This will especially be of use in the event that key personnel leave the Charter. Suitable replacements will be able to be garnered within the existing staff or if replacement personnel are brought in, such as a new Principal or Superintendent, exiting staff will be able to provide the new individual with support during the transitioning process. The image below depicts the various phases that will be utilized to ensure that personnel are available to fill key positions.
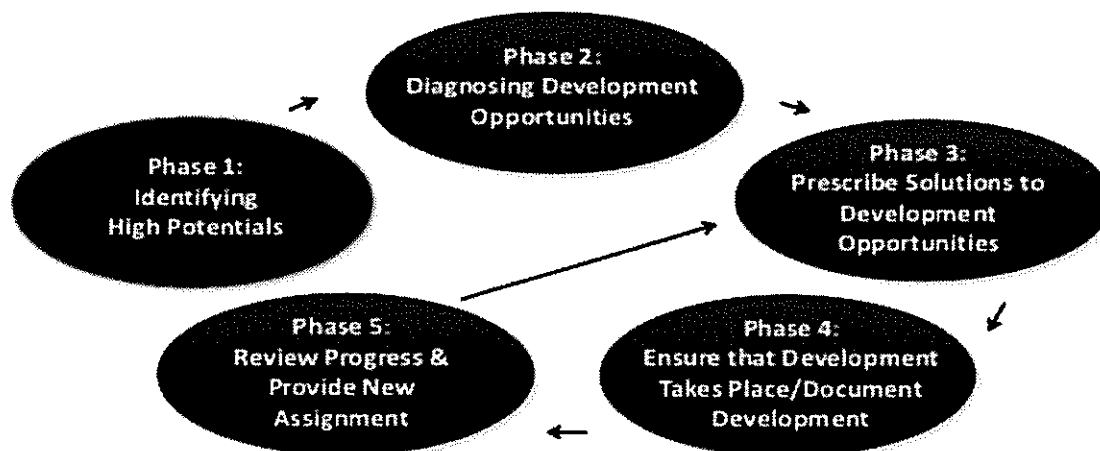
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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 057-835	Amendment # (for amendments only):

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?
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Many of the proposed elements of the project are designed to *significantly increase capacity and create a lasting change* to the campus culture. These elements include the following:

Goal #1: Expanding and providing a high-quality Pre-Kindergarten program.
- Employ two additional Pre-Kindergarten teachers, with a Bachelor's degree in Early Education. This will allow the DeSoto campus to expand and enhance the level of services offered to students, by providing four full day classes.
- Ensure all Pre-K classrooms are furnished and equipped to inspire Pre-Kindergarten students' creativity and independent thinking, while still safeguarding their physical and emotional safety.
- Enroll in the Children's Learning Institute (CLI) and utilize the CLI Engage Platform.
- Utilize Texas State Board of Education (TSBE) approved Pre-Kindergarten instructional materials.

Goal #2: Improving the quality of instruction provided to students.
- Provide students access to research-based, developmentally appropriate curriculum.
- Increase the use of technology across all grade-levels.
- Ensure all students have access to curriculum and technology 24/7 by providing a 1:1 student to technology ratio.
- Utilize STEM related, hands-on resources in order to encourage students' participation.
- Provide afterschool tutorials, as well as, monthly Academic Academies that will target students' areas of deficiencies.

Goal #3: Increasing the level of experience of the teachers at the campus.
- Provide on-going, high-quality, job-embedded professional development training to teachers. Trainings will include: classroom management, leadership skills, data-disaggregation, teaching strategies, curriculum implementation, use of technology, strengthening organizational skills, and more.
- Allow for joint planning times across grade-levels.
- Contract an Instructional Strategist to conduct classroom observations/weekly reviews of teachers' performance.
- Contract an Instructional Coach to work directly with teachers to observe teachers and provide direct guidance.

Goal #4: Improving staff retention.
- Ensure instructional staff's salaries are comparable to the salaries of neighboring Pre-K-5th grade schools.
- Safeguard against teachers being overwhelmed in classrooms by ensuring each classroom does not exceed more than 20 and that sufficient Educational Assistants are available to provide a 10:1 child-to-instructional staff ratio.
- Implement strategies such as financial incentives, increased opportunities for promotion, and flexible work conditions that are designed to identify and reward school leaders, teachers, and other staff.

Goal #5: Increasing the use of date.
- Use student data to identify and implement an instructional program that is research-based, developmentally appropriate, vertically aligned, and promotes academic content across a range of development.
- Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.
- Utilize the Texas School Ready! child progress monitoring assessments with Pre-Kindergarten students.

Goal #6: Implementing a comprehensive evaluation system for the program, teachers, and principal.
- Put together an Evaluation Team that will consist of the DCIS, Instructional Strategist, Instructional Coach, Principal, and the External Evaluator.
- Ensure the evaluation system includes multiple annual classroom observations, goal setting, formative reviews, support, and end-of-year conferences.
- Utilize rigorous, transparent, and equitable evaluation systems that take into account data on student growth as a significant factor and are designed and developed with teacher and principal involvement.

Goal #7: Increasing parental and community involvement.
- Provide added opportunities for parents and community members to support students in their academics.
- Ensure the transparency of the TTIPS and other on-going programs and activites so that parents and community members can be more involved in the decision making process.
- Ensure that parents and community members are part of the Implementation Team so that feedback can be solicited.

Lasting Change and Sustainability: Capacity gained through the proposed project will create lasting change to campus culture and practices that can be sustained after the grant period ends. *(10 pts.)* As can be seen in the activities that are tied to the goals listed above, many of the initiatives to be introduced through the program will require start-up funds. Once many of these initiatives have been put into place, they can be easily sustained through local funds. Other initiative, (i.e. new staff and increased pay) will also be absorbed through the use of local funds or by seeking other funding sources.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 057-835	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.

Processes Used to Establish Challenging Yet Attainable Performance Measures: In the establishment of the performance measures for the **Early Learning Intervention Model**, the Planning Team understood the importance of setting attainable performance measures that encourage performance improvement, effectiveness, and efficiency. In addition, they understood the importance to incorporate "best practices" related to the performance being measured and them being aligned to the identified goals of the program. Therefore, performance measures were created that would align with the vision and focus for School Reform and improve substantially students' achievement. Below are the steps that were followed to establish these performance measures:

- *Step #1:* Put together an Evaluation Team, which will consist of the DCSI, Instructional Strategist, Instructional Coach, Principal, the External Evaluator, and other staff, that will be responsible for monitoring and assessing the progress of each activity/intervention;
- *Step #2:* Identify which activities/interventions can be utilized to impact each goal, in order to ensure all goals are tracked throughout the program and that modifications are made to the program as needed;
- *Step #3:* Identify which assessment process will be utilized to measure progress (i.e. grade books, test, etc.);
- *Step #4:* Identify who will be the targeted group that will be assessed;
- *Step #5:* Identify which individual will be responsible for inputting data and/or distributing data collection instrument;
- *Step #6:* Identify the individual that will be responsible for collecting data; and
- *Step #7:* Create a schedule for reviewing data and identifying issues that need to be addressed.

Campus' Ability to Exit Lowest-Performing Status: The Charter is setting high performance measures, proposes to incorporate profound and radical change, and will hold personnel accountable for meeting standards. By tracking these performance measures, the Charter can ensure the campus has continued growth not just at the end of each year, but instead a steady increase in students' academic and behavioral performance, parent and community involvement, and teachers' experience. This will help ensure the campus will meet their targeted goals and exit lowest-performing status.

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.

The process for collecting data has been broken-down at a detailed level in order to inform effectiveness of each activity/intervention. The DeSoto campus has identified various types of data that will be collected for this process that includes both qualitative and quantitative data. This includes the following:

- *Observations (Qualitative)* - The Evaluation Team that will gather data by identifying and recording the characteristics and behavior of students, teachers, staff, parents, and community members through observation. This will be especially important in determining the success in improving the school's climate and ensuring that all stakeholders remain committed to the program.
- *Interviews (Qualitative)* – The Evaluation Team will conduct interviews on randomly selected teachers and students. The interview will include a set of standard questions that will be asked on a one-to-one basis in order to be able to obtain straightforward replies. Additionally, any staff member that end their employment with the Charter will be asked to take part in an exit interview in order to determine if any other factors exist that had led to the high turnover rate.
- *Focus Groups (Qualitative)* – The Evaluation Team will conduct focus group interviews on select groups. These groups will be brought together in order to be asked relevant and game changing questions. The goal will be to establish a dialog that can result in identifying common issues and encouraging input and suggestions.
- *Surveys (Qualitative/Quantitative)* – The Evaluation Team will conduct online group surveys. These groups will include students, teachers, parents, and community members. The surveys will be utilized to determine the success of the program by determining the number of individuals that are partaking in activities (activity-level per student) and interventions, how often they are participating, and the degree to which the participants are satisfied with the activities.
- *Generated Reports/Assessments (Quantitative)* – The DCSI, Principal, teachers, and HR and PEIMS department will generate data reports that will be utilized to measure students' growth and teacher retention. This will include reports from RtI software programs, STAAR Assessment Results, PEIMS 425 Reports, CLI Report, etc. The reports will be reviewed by the Evaluation Team and be utilized in the Evaluation Report that will be submitted to TEA and the Charter.
- *Progress Reports and Sign-in Sheets (Quantitative)* – The teachers will be required to track students' daily assignments, attendance, and classroom behavior. Copies of the students' progress reports will be submitted to the Evaluation Team, for tracking. In addition, sign-in sheets will be collected and inputted into an electronic log.

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Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: 057-835	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?
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As part of the proposed program, the Charter will ensure activities and initiatives are *assessed for effectiveness on an on-going basis.* The Charter will put together an Evaluation Team, which will consist of the DCSI, Instructional Strategist, Instructional Coach, Principal, the External Evaluator, and other staff that will be responsible for utilizing both summative and formative assessments to ensure the on-going monitoring of continuous improvement. The following table illustrates the various processes that will be utilized to assess each activity and initiative.

Goal #1: Expanding and providing a high-quality Pre-Kindergarten program.

Activity/Intervention	Assessment Process	
- Employ two additional highly-qualified Pre-Kindergarten teachers. - Ensure all classrooms are furnished and equipped. - Enroll and utilize the CLI Engage Platform. - Utilize TSBE approved Pre-K instructional materials.	- Teacher Surveys - CLI Reports - Focus Groups	- Teacher Assessments - Observations

Goal #2: Improving the quality of instruction provided to students.

Activity/Intervention	Assessment Process	
- Increase student access to research-based curriculum and technology. - Initiate a 1:1 student to technology ratio. - Utilize STEM related, hands-on resources. - Provide afterschool tutorials and monthly Academic Academies.	- Technology Lending Agreement - Surveys - Observations	- Classroom Assessments - Sign-in Sheets - Focus Groups

Goal #3: Increasing the level of experience of the teachers at the campus.

Activity/Intervention	Assessment Process	
- Provide professional development training to teachers. - Allowing for joint planning times across grade-levels. - Contract an Instructional Strategist and an Instructional Coach.	- Sign-in Sheets - Surveys - Observations	- Teachers Assessments - Interviews

Goal #4: Improving staff retention.

Activity/Intervention	Assessment Process	
- Ensure salaries are comparable to the salaries of neighboring schools. - Ensure classrooms do not exceed 20 students and have a 10:1 student-to-educator ratio. - Implement strategies designed to identify and reward staff.	- Teacher Surveys - Teacher Assessments - Reports	- Focus Groups - Observations - Interviews

Goal #5: Increasing the use of data.

Activity/Intervention	Assessment Process	
- Use student data to identify and implement an instructional program. - Promote the use of student data to inform and differentiate instruction. - Utilize the Texas School Ready! child progress monitoring assessments.	- Teacher Surveys - Student Assessment	- Classroom Observations - Report Cards

Goal #6: Implementing a comprehensive evaluation system.

Activity/Intervention	Assessment Process	
- Ensure the evaluation system includes multiple classroom observations, goal setting, formative reviews, support, and end-of-year conferences. - Utilize rigorous, transparent, and equitable evaluation systems.	- Teacher Observations - Surveys	- Student Assessment Results

Goal #7: Increasing parental and community involvement.

Activity/Intervention	Assessment Process	
- Increase opportunities for parents/community member involvement. - Involving parents/community members in the decision-making process. - Ensure parents/community members are on the Implementation Team.	- Sign-in sheets	- Surveys

Utilizing this array of summative and formative assessments, the Charter will be able to identify any existing problems with the delivery of the program activities and initiative. If any issues are identified, the Implementation Team will be assembled to *discuss the findings and determine the best method to correct the problem.* If time allows, a public meeting will be scheduled to garner feedback from parents and community members prior to making any decisions. If time does not allow for a public meeting to be held, then written documentation of the meeting will be posted on the Charter's website that will detail the issue, assessment process utilized to identify the issue, and the method that will be utilized to correct the issue. Once the corrective action has been put into place, a timeline will be set to re-evaluate the issue. If it is determined that the issue still persists, the application will be reviewed and an amendment will be submitted to provide for added resources.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057-835	Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

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The Charter has always utilized a rigorous review process for selecting the highest-quality and best-fit external providers to conduct services and deliver products. In order to ensure the proper external providers are selected, the campus Implementation Team will first review the needs of the campus, the goals of the program, and the planned activities and initiatives. The staff and external providers on the project each serve a function that is essential to meet program goals and their roles are non-duplicative. *(10 pts.)* Based on this information, the Implementation Team will categorize the types of external providers that will be required. This will include Professional Development Trainers, Technology Vendors, External Evaluators, Curriculum Vendors, and more.

Reasonable Sized Pool of Prospective External Providers Identified: Methods described for recruiting, screening, and selecting external providers ensures highest possible quality in providers. *(10 pts.)* The Charter will utilize its current procurement procedures, that is governed by a state competitive bid law, to recruit external providers who are able to meet bid requirements and provide appropriate plans to meet timelines and milestones for implementation of the services and products to be provided. Among information that will be obtained through the bid process, will be:

- *Menu of Services* – It is the intent of the Charter to provide teachers, students, staff, parents, and community members with a wide-range of professional development training, products, and services that will ensure the Charter exits Focus status. Therefore, the Menu of Services was and will for future vendors be requested from each prospect in order to ensure that the Implementation Team has a complete understanding of services available;
- *Level of Experience in Delivering Work* – The Implementation Team will research the number of years of service and request information pertaining to the level of experience of the staff, to include the CEO, and a list of previous clients. Any individuals that do not have at least 10 years of experience in providing services in the same category will be notated.
- *History of Prior Success Consistently Strong Results in Similar Projects* – A list of previous clients will be requested, so that the Implementation Team can contact them and request feedback and a recommendation. As part of the feedback that will be solicited from previous clients, will be the degree to which the services provided had been successful in achieving the intended results, quality of services/products provided, level of support provided, and more; and;
- *Associated Costs* – A breakdown of fees will be researched in order to create cost comparison sheet per category. Providers with the best cost per service were notated.

Although the Charter will utilize a bid process to obtain the best value for services and products when possible, a sole source provider can be selected if it is determined that they are the only provider that can provide the service or product required.

Conduct a Risk-Assessment Related to Contracting: The Implementation Team will assess how the contracting of each external provider will support the TTIPS goals for campus reform and how the relationship would be managed. Areas of concern included the security issues related to the accessibility that would be granted to technology and students. The campus is aware that by allowing access to any provider to install technology and/or software in the Charter, student, teacher, and staff records are at a risk of being compromised. In addition, by allowing external provider access to the campus, they would also gain access to the students. To minimize the threat to students, teachers, staff, and parents, the Charter will enforce a policy that requires all providers pass a criminal background check prior to being admitted on campus property. This will include any individual that is employed or subcontracted through the agency to provide any level of service at the campus. In addition, each provider will be required to submit a signed Confidentiality Form. This form will help to ensure students, teachers, staff, and parent's information is protected as required by FERPA.

Final Selection and Procurement: The Implementation Team will review the list of vendors, which will include all research that had been gathered. Based upon the information, the Implementation Team will select various vendors from all categories that will be considered. These individuals will be scheduled to provide a product demonstration for selected teachers, staff, and the principal, as well as to provide a bid or invoice for identified services. Once all demonstrations have been conducted, a provider for each category will be selected. As per Charter's policy, if awarded, any invoice that exceeded $15,000 will be scheduled to be presented for school board approval during the next scheduled school board meeting.

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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.

On-going Process to Provide Oversight to External Providers: Methods described for rigorous oversight of external providers ensures on-going high-quality service and success in delivering outcomes. *(10 pts.)* The DeSoto campus will employ a District Coordinator of School Improvement (DCSI) that will be responsible for providing oversight to the external providers to ensure their continued quality and success in meeting project deliverables. This individual will be required to:

- Be present at the onset of the contractual agreement;
- Attend trainings;
- Oversee the installation of technology, hardware, and/or software;
- Meet with teachers, students, staff, parents, and community members to discuss the quality and ease of implementation of products, services, and strategies provided by the external providers;
- Respond to any issues and problems; and
- Provide the Implementation Team with regular updates on the external providers' performance.

Proposed Schedule to Regularly Review External Provider Performance: Since each provider will deliver services at various times throughout each year and will range in frequency, the Charter elected to create an online calendar of events that will include each of the external providers dates of expected services, method that will be employed to review performance, dates when the preview of performance will be conducted, dates when issues will be addressed with the external provider, and dates when assessment results will be submitted to the DCSI for review. This calendar will be linked to the DCSI's cell phones in order to provide up to date notification of expected events. Through this manner, DCSI will be able to provide on-going and continuous oversight.

Personnel Responsible for Oversight and Management of Providers and Instruments to Measure and Monitor Success of Providers: As previously mentioned the DCSI will be responsible for providing oversight and managing each of the contracted external providers. This will include utilizing sign-in sheets to track trainings attendance, student assessments to identify academic improvement, and teacher assessments to determine growth. In order to ensure that each of the providers are held to a high-level of excellence, the DCSI will be assisted with this process by two additional staff members that will implement the following process and instruments to measure and monitor success of providers:

- Instructional Strategist will be utilized to solicit input from teachers regarding the professional development and implementation of products and services. To gather this information, the Strategist will host a discussion groups directly following the training, at which time teachers will be asked to complete questionnaires. These questionnaires will ask teachers for input regarding the quality of the information that was provider, the presenters' ability to articulate new procedures in a manner that is easy to follow, and the teachers' opinion of the relevance of the training that was provided.
- The Technology Director will be utilized to provide professional opinions on external providers that provide the technology, hardware, and software. The Technology Director will be asked to rate the quality of the products that are provided, the ease of access of installation, the compatibility with existing resources, the knowledge and experience of the installation technician, and the support and training that was provided to teachers and staff. In addition to completing his own questionnaire, the Technology Director will also solicit the opinions of teachers and students that will be utilizing the new resources.

Corrective Actions or Additional Supports Utilized to Improve Provider Performance: Based upon the results of the assessments, the DCSI may be required to meet with the providers to request a modification of services or additional support or trainings. Individuals that provide technology, hardware, and software may request to provide additional trainings to teachers and or to replace products that are not functioning properly. Professional development trainers may need to work with the DCSI to review the menu of available trainings and identify different trainings. If the issue is with the presenter, the DCSI may need to request a different presenter be assigned to the campus.

Criteria/Sequence of Actions to Be Taken to Remove/Replace A Low Performing Provider: In the event that issues with the provider cannot be resolved, the DCSI may suggest to the Implementation Team that the provider be replaced. An alternate provider or intervention will be presented as a solution. If it is agreed that the change is warranted, the provider will be notified of the campuses decision and if needed, an amendment will be submitted to TEA for approval.

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

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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.	Will enroll in the Children's Learning Institute (CLI) in order to implement the *Texas School Ready! Project.*
2.	Will select the individual that will serve as the District Coordinator of School Improvement (DCSI).
3.	Will assemble an Implementation Team that will consist of the DCSI, Campus Principal, Chief Financial Officer, Special Education Director, Human Resource Director, Teachers, Parents, and Community Members.
4.	Will assemble an Evaluation Team that will consist of the DCIS, Instructional Strategist, Instructional Coach, Principal, and the External Evaluator.
5.	Will hire highly-qualified staff to fill needed positions. This will include two additional Pre-K teachers, DCSI, and 5 Educational Assistants.
6.	Will contract highly-qualified individuals to fill needed positions. This will include an Instructional Strategist and an Instructional Coach.
7.	Will review staff salaries and ensure that they are comparable with that of surrounding schools.
8.	Will review classroom rosters and ensure that classes do not exceed 20 students and have a 10: student-to-teacher ratio.
9.	Will create a list of high-quality, job-embedded professional development trainings that are needed by staff and teachers based on solicited feedback, survey results, walk-throughs, and academic needs assessment.
10.	Will purchase research-based, developmentally appropriate curriculum that are aligned with the Texas State Board of Education. This will include the use of STEM related hands-on curriculum.
11.	Will meet with the Technology Director to purchase age appropriate technology and software and ensure that the existing infrastructure will support the new hardware/software. If needed, added infrastructure will be purchased.
12.	Will develop a Technology Lending Program in order to ensure that all students have access to a portable device 24/7.
13.	Will meet with campus staff and teachers to create a schedule that will allow for joint planning time on a bi-weekly basis in an effort to ensure that curriculum is vertically aligned.
14.	Will contract with an independent Evaluation Team to conduct surveys, walk-throughs, and distribute questionnaires that will provide the campus with base-data that will be used to create the Implementation Readiness Portfolio.
15.	Will work with the assigned Technical Assistance Provider (TAP) to create an Implementation Readiness Portfolio that is aligned to the needs of the DeSoto campus.
16.	Will provide added opportunities for parents and the community members to support students in their academics.
17.	Will purchase portable buildings for the two new Pre-K classrooms and ensure all Pre-K rooms are equipped to inspire Pre-Kindergarten students' creativity and independent thinking, while still safeguarding their physical and emotional safety.
18.	Will ensure the transparency of the program and activities by holding meetings, which will be open to the public, so that parents and community members can be more involved in the decision making process.
19.	Will develop and incentive program designed to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement.
20.	Will develop a plan to provide afterschool tutorials and monthly Academic Academies that will target struggling students' areas of deficiencies.
21.	Will meet to discuss the restructuring of the class schedule in order to allow for increased learning time. This will include extending the instructional day by 30 minutes.
22.	Will schedule trainings for teachers and staff on the utilization of student data to identify the best programs to implement and on the continuous use of student data to inform and differentiate instruction.
23.	Will ensure the evaluation system includes multiple annual classroom observations, goal setting, formative reviews, support, and end-of-year conferences.
24.	Will utilize rigorous, transparent, and equitable evaluation systems that take into account data on student growth as a significant factor and are designed and developed with teacher and principal involvement.
25.	Will submit the quarterly progress reports on time, which will document the school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the Texas Accountability Interventions System (TAIS) framework.

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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 proposed program will be coordinated with *similar or related efforts using existing resources* and facilities and with other appropriate community, state, and federal resources.

On-going, Existing Efforts that are Similar or Related to the Planned Project: As previously mentioned on *Schedule #13-Needs Assessment*, the Charter has been aware of issues that are prevalent not just at the DeSoto campus but the entire Charter since the Comprehensive Needs Assessment was conducted in the Summer of 2015. Therefore, some strategies have already been initiated that are designed to help address these issues include the following:

- Improve the Quality of Instruction Based on Need (Goal #2) – For the 2015-2016 school year, the DeSoto campus began offering small group intervention for students in need of assistance based on data. Additionally, instructional time for core subject areas was increased.
- Purchase of Online Teacher Curriculum Software (Goal #3) – Title I, Part A funds were utilized to purchase online teacher curriculum software. This software is utilized to provide teachers with high-quality professional development training.
- Employment of Additional Staff Member (Goal #4) – With the increase of Title I, Part A funding that was received for the 2016-2017, the Charter has opted to hire two additional teachers and 5 Educational Aides. Unfortunately, funding was only sufficient to hire one teacher and it was determined that this individual was needed most at another campus. Additionally, fifteen Educational Aides were hired to provide added support to teachers. Once again, these aides were distributed amount the five campuses and the DeSoto only received 4 Educational Aides.
- Increase the Use of Data (Goal #5) – The DeSoto campus utilized campus-based academic data analysis to provide necessary interventions.
- Increase Parental Involvement (Goal #7) – During the 2015-2016 calendar school year, the Charter began developing a new initiative that would be instrumental for increasing parental involvement in their child(s)' academics. These initiatives include:
  - ➤ Creating a School-Based Decision Making Committee;
  - ➤ Holding a parent volunteer drive;
  - ➤ Distributing weekly parent newsletters, and
  - ➤ Providing parent training on extension of student academic content.

Coordination of Efforts to Maximize Effectiveness of Grant Funds: As can be seen above, many of the initiatives that were rolled out for the 2015-2016 school year will serve to enhance and maximize the effectiveness of grant funds. This is because these initiatives can also be aligned to the aforementioned goals of the program. Furthermore, although these initiatives are aligned to the goals of the program, the initiatives and services that are currently underway are vastly different from those that are being proposed through the program.

Additionally, the campus will provide existing program resources to support the proposed compensation teacher incentive plan with technology equipment and training materials. Teachers and staff will also be allowed to utilize existing school facilities, computers, TV/DVD's, projectors, and overhead materials as well as participate in staff trainings and meetings. In addition, the campus will utilize existing staff to provide support to the program. The Chief Financial Officer will be utilized to manage grant expenditures; campus administrators will conduct assessments and evaluations; and Board members will be asked to keep stakeholders informed of the on-going progress or the program. These funds will not be used to divert or decrease existing services required by state law, State Board of Education, or by local policy.

The campus administrators feel confident that they have the capacity and commitment to provide adequate resources and related services to the campus staff to implement, fully and effectively, the required activities of the **Early Learning Intervention Model**. The campus has demonstrated a great need for the funds as well as a strong commitment from the school board, Superintendent, Campus Principal, Counselor, Educational Aide, Teachers, Site-Based Decision-Making Committees (SBDM), Campus Administration, Parents, and Community Members to ensure that the funds are used to provide adequate resources to enable the campus to raise substantially the achievement of their students. During the implementation phase, staff will continue to utilize the support of the school, principal, teachers, parents, and community to fully integrate the proposed project.

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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:	Ms. Tonja E Frazier will serve as the Principal for the DeSoto campus.
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	Ms. Frazier was hired and became principal for the 2015-2016 school year.

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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:	
Description of the modification:	**N/A**
How intent of the original element remains/will be met:	

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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:	The Charter will utilize a rigorous, transparent, and equitable evaluation system in which student growth will account for significant part in determining if the teacher has developed significantly. The teachers' evaluation will consist of two facets, which will include: **Classroom Observations (Weight - 50%)** – The data source that will be utilized by the Charter to assess K-5th grade teachers and Principal performance during the classroom observations will be the Texas Teacher Evaluation & Support System (T-TESS) and Texas Principal Evaluation & Support System (T-PESS). These evaluation rubrics offer the optimal approach to teacher evaluation because each of the four observable domains focus jointly on the Teachers/Principal and the students. The four domains include: Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities. Observations will be conducted by the Superintendent, Assistant Superintendent, Principal, DCSI, Instructional Strategist, and/or Instructional Coach on a quarterly basis. Teachers of Pre-K students will be assessed utilizing the CLI's Engage platforms classroom observation tools. **Student Growth (Weight - 50%)** – Various data sources will be utilized to assess students' growth during the evaluation of the teachers. Pre-K students will be assessed on CLI's Engage platform. The Engage platform will offer child progress monitoring tool, which is a user-friendly, technology-driven tool that enables teachers to assess a children's progress in a particular skill area almost instantly. The monitoring tool is aligned with the Head Start Child Development and Early Learning Framework. For students in grades K through 2nd, student growth will be assessed utilizing the Istation. Istation offers computer-adaptive pre-assessments which can measure students' current skill levels and provide teachers data to drive instruction. EOY assessments will be utilized to measure students' growth and determine if students are mastering grade-level curriculum. Grades 3rd through 5th will be assessed utilizing STAAR assessment results. In order to determine if teachers have developed in their instructional approach, the Charter will utilize the teachers' previous years (2015-2016) STAAR results as a baseline in order to determine growth. Principals growth will be assessed based on the growth of teachers.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	As can been seen in the information provided above, evaluation system design includes multiple observation-based assessments and on-going collections of professional practice. The campus will gather data from multiple sources throughout the 4-year grant period in order to determine if teachers and the Principal are positively impacting students' performance. Teacher walk-throughs and assessments will be conducted quarterly by the DCSI, Instructional Strategist, and Instructional Coach on all core area teachers. An annual walk-through and assessment will be conducted by the Principal on all teachers. In addition, teachers in each core areas will be selected to have a walk-through and assessment conducted by the External Evaluator. Data will be collected through these multiple sources throughout each school-year to track teachers' effectiveness, practices being implemented, and classroom management during the school-year and provide struggling teachers with additional professional development training, resources, and support.
Describe how the evaluation system was developed with teacher and principal involvement:	Golden Rule Charter will utilize the Educator Evaluation and Support System which is based on the newly updated Texas Standards. The fact that the evaluation system is designed to encourage feedback made it an ideal solution for the campus. The teachers specifically like that the evaluation system allows for on-going, supportive, and meaningful discussions regarding teaching and learning techniques. Feedback garnered from teachers and principal are in agreement that the evaluation rubric will serve to stimulate feedback that can be used to identify best practices that result in student growth. Additionally, staff met in order to discuss other methods that would be utilized to evaluate teachers and the Principal. Teachers input were solicited in order to ascertain that the collection of data would not interfere with classroom instruction. By utilizing online software that includes a student reporting system and generate reports, it was agreed that the teachers would not be required to sacrifice any classroom instructional time.

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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 has developed protocols for a rewards system that will be utilized to motivate, identify, recognize, and reward school leaders, teachers, and other staff who have increased student achievement in implementing the **Early Learning Intervention Model.** The following is a description of the proposed rewards that will be available for educators. A teacher stipend fund of $65,000 from which teachers will be distributed to teachers if they meet or exceed state (STAAR) or local (CLI's Engage/Istation) standards and/or demonstrate growth, or meet Proficient on their T-TESS evaluation. If each of the 13 teachers meets all the criteria, then they will each receive $5,000. Any funds that are not distributed to a teacher because they have failed to meet the criteria will be equally distributed amongst the remaining eligible teachers. The table below is a demonstration of how funds can be distributed:

Criteria	Amount
40% - Will be paid out for meeting or exceeding the state or local standard.	$2,000
25% - Will be paid out for teachers that demonstrate growth.	$1,250
35% - Will be paid out for teachers that at least meet Proficient on their T-TESS evaluation.	$1,750
Eligible Amount Per Year:	$5,000
Redistribution of Residual Funds Based on Teachers' Payouts:	$???
Modified Amount:	$5,000 +

	Additionally, the Principal will be eligible to receive a stipend of $6,000 utilizing the same aforementioned formula above. Unlike the teacher stipend fund, any funds not paid out to the Principal will not be redistributed but instead will be utilized to pay for other approved line item expenditures. This will include supplies, travel costs, etc.
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	The Charter has placed protocols and interventions that will support teachers who are struggling to improve in their professional practices. This includes a comprehensive support system consisting of Teacher Mentors, Instructional Coach, Instructional Strategist, targeted professional development trainings, and more. On-going monitoring of each core area teacher conducted by multiple Charter, campus, and contracted staff will help ensure that struggling teachers are identified early and provided with additional interventions to address any area of need.
Describe the criteria established for educator removal:	The following criteria was established for the removal of an educator that does not demonstrate growth, cannot meet state or local standards, and/or fails to meet Proficient on their T-TESS evaluation after being provided with additional support. First, Charter will ensure that the evaluation systems utilized to assess all teachers were of high quality and implemented with fidelity. The assigned Teacher Mentor, Instructional Coach, Instructional Strategist, Principal and DCSI will meet to discuss any teacher who has failed to improve after being provided with ample and targeted intervention strategies. If no added solutions can be devised, this individual will be recommended for dismissal. A complete report will be included with the recommendation that will include: evaluation results, a list of strategies implemented, list of trainings provided, and students' performance results. Based on this information, the principal will meet with the Human Resources Department and review what steps will be followed to remove the teacher from employment.

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

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

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

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

N/A

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Statutory Requirement 10: Developing an Early College school-wide strategy

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

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

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

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

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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:	**N/A**

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Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

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

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

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

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

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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.	The DeSoto campus is prepared to deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. The following initiatives are being proposed for the Pre-K program offered at the campus: **Staffing Pattern for Full-Day Preschool to Meet High Qualification Staff Standards** - The campus will expand and enhance the four Pre-K half day classes that are being offered to full day programs. This will entail hiring two additional highly-qualified Pre-Kindergarten teachers with at least a Bachelor's degree in Early Education. In addition, two additional Educational Aides will also be hired to provide these teachers with added support. Educational Aides with experience working with Pre-K or Kindergarten students will be provider preference in the selection of these staff members. With the employment of these four staff members, the DeSoto campus will be able to ensure that the classrooms do not exceed the required 20 student class size limitation and that the 10 students to 1 educator ratio is met. **Comparable Staff Salaries** – In order to attract highly-qualified teachers at the DeSoto campus, the Charter is prepared to provide teachers with salaries that are comparable to the neighboring schools. Therefore, the Charter has researched the average pay for teachers in the area and will utilize this as the base pay that will be offered to all new teachers, as well as, any teacher that signs a contract to continue their employment at the campus.

Schedule – Pre-K classrooms will run from 8:00 a.m. to 3:30 p.m., Monday-Friday. A preliminary schedule is being proposed that will help to ensure each student is allotted sufficient time to address their social, educational, and emotional needs. Elements to be included are listed to the right.	INSTRUCTIONAL ELEMENTS
	Calendar Math – Will construct an early understanding of math through the use of manipulatives and visual/verbal models.
	Reading and Writing Workshop – Will provide manipulatives, personal devices, online curriculum, and more to build ELA skills.
	Circle Time – Will provide opportunities to work as a group and discuss concepts. This will also help build their social skills.
	Music Appreciation and Art – Will provide students the opportunity to develop their creativity and build their self-esteem.
	Breaks/Lunch/Snacks – Will ensure young minds are rested and open to instruction.
	Gym/Recess – Will build students coordination, team skills, and increase their activity levels.
	STEM Early Learning Center – Will utilize manipulatives to encourage to explore math/science/technology concepts.

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 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.	The Charter does not intend to partner with any community-based provider or off-site campus to deliver any key components of the model. Furthermore, only students that are enrolled at Golden Rule Charter School's DeSoto campus will be eligible to benefit from the program. As indicated in the Eligibility List that released by TEA, the aforementioned campus is eligible to apply.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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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 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:	The DeSoto campus is proposing a preschool program that will meet the federal requirements and will be integrated in a campus-wide school improvement model. The following are key factors that have been considered: **Research-Based:** As required by the program requirements, the campus will implement the Texas School Ready! (TSR!) professional development program provided through the Children's Learning Institute (CLI). According to the company website, "Research on TSR was performed by a large team of experts within the CLI. Their work uses randomized controlled trials (RCTs) and is published in peer-reviewed academic journals after undergoing rigorous evaluation by independent experts in the field. **Vertically Aligned in Math, Science, Literacy, Language Through the Elementary Grades:** In addition, the campus will implement various strategies that will help to ensure that the Pre-K Program's core area instruction is vertically aligned through all subsequent grants. This will include utilizing a vertical Alignment Matrix that is utilized in many of the larger school districts and have been proven to be successful. This matrix will classify the various curriculum strands for each core area subject and identify at what level of progress the child should be at for grade. In addition to the matrix, math, science, literacy, and language teachers will take part in regularly scheduled common planning time meetings that will allow them to work together to develop their classroom lesson plans and ensure they are vertically aligned with subsequent grade levels. Finally, the campus will set up two new STEM Labs. Each classroom will have equal access to the STEM Labs for 1-hour each day. The first lab will be conducted in an open area and will target students in Pre-K - 2nd and will provide age appropriate STEM missions that will progress in nature. Once the child has completed 2nd grade, they will be switched to the second STEM lab that will contain workstations and age appropriate equipment. Children will be broken-up into small groups and will be required to work together to complete their missions before moving onto the next workstation. Through these initiatives, the Charter is confident that the program will be successful in the alignment of curriculum. **Develops Socio-Emotional Skills:** In order to address the students' developing socio-emotional skills, the proposed daily schedule will have time set aside for music or art instruction, physical education, and circle time. Each of these elements encourages student interaction, allows them to explore their creativity and use their imagination, and build their self-confidence. During these scheduled times, students will always be supervised by a member of the DeSoto staff.
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	The DeSoto campus will utilize the CIRCLE Progress Monitoring System. According to CLI, "the system is a user-friendly, technology-driven tool that enables the teacher to assess a child's progress in a particular skill area almost instantly. This simplistic yet reliable data collection prompts teachers to focus on lessons that target their students' least developed skill areas." The student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness will include the following: **Direct Assessments** - Language and Literacy Screener, Rapid Vocabulary Naming, Rapid Letter Naming, Letter-Sound Correspondence, Phonological Awareness, Book and Print Knowledge, Story Retell and Comprehension, Mathematics Screener, Science, Engineering, and Technology Screener, and Social Studies Screener. **Observables** - Approaches to Learning Checklist, Early Writing Checklist, Physical Development and Health Checklist, and Social and Emotional Checklist. The system has been shown to relate well to established standardized tests and is sensitive to growth in children's skills over time. It maximizes the benefits of student progress monitoring by ensuring data reports are easily accessible, quickly digestible, and provide multiple perspectives. The reports use clear visual indicators to flag students who fall below established benchmarks.

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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:	
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:	
Indicate the number of new staff hired for work in the turnaround model implementation:	
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	

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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:	
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	
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".

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N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057-835 | 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:* The interventions planned (Schedule 17, all parts) are of adequate scope and scale to meet all requirements of the federal School Improvement Grant model selected, as described in the Program Assurances. (*30 pts.*)
	Planned Intervention
	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	**Goal #2B:** Sufficient iPads will be purchased to be utilized by each Pre-K and Kindergarten student. Laptops will be purchased for students in grades 1st through 5th. This will allow students to have access to curriculum software and conduct research 24:7.
	Schedule #9: Supplies and Material Costs (6300) - iPads: 79 students x $500 = $39,500 and Laptops: 131 students x $375 = $49,125. These items will be purchased during the first year of the program in order to ensure students can benefit from these resources throughout the program.
2.	**Goal #2A & D:** STEM Labs will be set-up at the campus for the use of students. The first STEM lab for use of students in grades Pre-K through 2nd grade will consist of an open area where students can work together to complete missions through the use of age appropriate STEM manipulatives. The second STEM lab for 3rd through 5th graders will include workstations, computers, and equipment that will be utilized to complete age appropriate missions.
	Schedule #8: Professional and Contracted Service Costs (6200) - Cost for both STEM labs to include set-up, equipment, workstations, trainings, curriculum and manipulatives will be $50,000. This will be paid for during the first year of the program. Each subsequent year will only require $2,000 per year for the replacement of any consumables.
3.	**Goal #2B & C:** Desktop computers will be purchased for students in Pre-K and Kindergarten classrooms. This added resource will allow students to access specialized curriculum that is not available on the portable device. Additionally, this will include ELA software and student assessments.
	Schedule #9: Supplies and Material Costs (6300) - Each of the 6 classrooms (4 Pre-K and 2 Kinder) will be provided with 10 desktop computers. The cost breakdown will be as follows: 60 desktop computers x $500 = $30,000.
4.	**Goal #4B:** The campus will restructure classes in order to ensure that the class size does not exceed 20 students and that the student-to-teacher ratio does not exceed 10:1.
	Schedule #7: Payroll Costs (6100) - Additional staff will be hired to include two highly qualified Pre-K teachers and 5 Educational Aides (2 for Pre-K classrooms and 3 for other grade levels). Pre-K teachers will be paid a salary of $44,000 each and the 5 Educational Aides will be paid $20,000 apiece.
5.	**Goal #2E:** Extra-Duty pay will be provided to teachers so that after-school tutorials, monthly Academic Academies, and Sumer Academies can be provided to students to help address academic deficiencies.
	Schedule #7: Payroll Costs (6100) - A total of $280,080 has been budgeted for extra-duty pay for the 4-year period.

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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.		**Goal #3B:** Funds have been budgeted to provide common planning time for teachers to help ensure vertical alignment across all grade-levels.	**Schedule #7: Payroll Costs (6100)** – A total of $49,140 has been budgeted for extra-duty pay for the 4-year period.
2.		**Goal #3C:** An Instructional Strategist will be contracted that will use weekly teacher reviews to oversee and assess the improvement of classroom testing programs, monitor the weekly and daily improvement of learning goals and modify instructional methods that might not be achieving those goals. Will coordinate with the Principal to provide teachers feedback on goals being met and those still lacking as well as demonstrate effective teaching strategies. Will provide teachers with research and developments in education at the state and national levels. Will encourage parental involvement.	**Schedule #8: Professional and Contracted Service Costs (6200)** - A total of $251,018 has been budgeted for the 4 years of the program.
3.		**Goal #3D:** An Instructional Coach will be contracted to work directly with teachers to provide new instructional methodologies and best practices. The Coach will be required to participate in surveys designed to gauge teacher participation, level of involvement, and the quality of the external consultant trainings that were provided.	**Schedule #8: Professional and Contracted Service Costs (6200)** - A total of $192,500 has been budgeted to contract an Instructional Coach for the 4 years of the program.
4.		An increase in pay will be provided to teachers in order to increase teacher retention. This is especially important since the DeSoto campus has such a high turnover rate. Approximately 50% of the teachers are first year teachers and the other 50% have less than 5 years' experience.	**Schedule #7: Payroll Costs (6100)** – A total of $196,000 has been budgeted for the 4-year program to cover the increase in pay for 8 existing regular teachers. This will allow for an $7,000 pay increase that will make their pay comparable to the surrounding schools.
5.		**Goal #3A:** Provide on-going, high-quality, job-embedded professional development training to teachers. Trainings will include: classroom management, leadership skills, data-disaggregation, teaching strategies, curriculum implementation, use of technology, strengthening organizational skills, and more.	**Schedule #8: Professional and Contracted Service Costs (6200)** - A total of $302,144 has been budgeted for various trainings for the 4 years of the program.

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

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

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

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

Use Arial font, no smaller than 10 point.

Critical Success Factor:	Increase Leadership Effectiveness	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	Since the Principal that is currently employed at the campus was hired for the 2015-2016 school year, this individual was not required to be replaced. Therefore, Ms. Tonja E. Frazier will be provided with added trainings to help build her leadership capacity.	**Schedule #7: Payroll Costs (6100)** - A total of $302,144 has been budgeted for various trainers. Please note that these funds will also be utilized to provide trainings for other staff.
2.	Funds have been budgeted to provide common planning time for teachers to help ensure the vertical alignment across all grade-levels.	**Schedule #7: Payroll Costs (6100)** - A total of $49,140 has been budgeted for extra-duty pay for the 4-year period.
3.	An Instructional Strategist will be contracted that will use weekly teacher reviews to oversee and assess the improvement of classroom testing programs, monitor the weekly and daily improvement of learning goals and modify instructional methods that might not be achieving those goals. Will coordinate with the Principal to provide teachers feedback on goals being met and those still lacking and demonstrate effective teaching strategies. Will provide teachers with research and developments in education at the state and national levels. Will encourage parental involvement.	**Schedule #8: Professional and Contracted Service Costs (6200)** - A total of $251,018 has been budgeted for the 4 years of the program.
4.	Two teachers will be promoted to Teacher Mentors. These individuals will be provided with trainings and with an added pay increase. By training staff to serve as Mentors, the campus will be able to sustain many of the elements of the program beyond grant funding.	**Schedule #7: Payroll Costs (6100)** - A total of $35,000 has been budgeted for the 4-year program to cover the increase in pay for an existing regular teachers. This will allow for an $10,000 pay increase.
5.	Funds have been budgeted for a stipend to be provided to the Principal with an annual stipend. This stipend will help to promote continuous growth and improvements.	**Schedule #7: Payroll Costs (6100)** - A total of $32,000 ($8,000 annually) has been budget for the Principal stipend.

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TEA Program Requirement 4: Interventions and Resources to meet Model Requirements- INCREASE USE of QUALITY DATA TO INFORM INSTRUCTION

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

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

Use Arial font, no smaller than 10 point.

Critical Success Factor:	Increase Use of Quality Data to Inform Instruction	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	A District Coordinator of School Improvement (DCSI) will be hired that will ensure that data is being reviewed and utilized to make informed decisions regarding instruction.	**Schedule #7: Payroll Costs (6100)** – A total of $251,018 has been budgeted to for the four-year program in order to cover the cost for hiring this individual.
2.	**Goal #5A:** The DeSoto campus will utilize student data to identify and implement an instructional program that is research-based, developmentally appropriate, vertically aligned, and promotes academic content across a range of development.	Various funds throughout the budget will contribute to this initiative. This will include extra-duty pay for planning time, software that includes assessments, and more.
3.	**Goal #5B:** The campus will promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.	Various funds throughout the budget will contribute to this initiative. This will include extra-duty pay for planning time, software that includes assessments, and more.
4.	**Goal #5C:** The campus will utilize the Texas School Ready! child progress monitoring assessments with Pre-Kindergarten students.	Various funds throughout the budget will contribute to this initiative. This will include extra-duty pay for planning time, software that includes assessments, and more.
5.	The Evaluation Team will meet regularly in order to review data, and determine if changes to the proposed program is needed., This includes purchasing added resources, providing added trainings, and more.	Various funds throughout the budget will contribute to this initiative. This will include extra-duty pay for planning time, software that includes assessments, and more.

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

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

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

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

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Learning Time*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	**Goal #1:** Student learning time will be increased by providing 4 full-time Pre-Kindergarten classrooms. It is important to note that approximately 40% of the student body are in Pre-K. In order to make this possible, staff will be hired and the two new classrooms will need to be prepared.	**Schedule #7: Payroll Costs (6100) and Schedule #11: Capital Outlay Costs (6600)** - A total of $524,159 has been budgeted for extra-duty pay for the 4-year period, as well as, equipment and furniture to equip the two new classrooms.
2.	**Goal #2E:** Extra-Duty pay will be provided to teachers so that after-school tutorials can be provided to students to help address academic deficiencies.	**Schedule #7: Payroll Costs (6100)** - A total of $241,920 has been budgeted for extra-duty pay for the 4-year period.
3.	**Goal #2E:** Extra-Duty pay will be provided to teachers so monthly Academic Academies can be provided to students to help address academic deficiencies.	**Schedule #7: Payroll Costs (6100)** - A total of $4,320 has been budgeted for extra-duty pay for the 4-year period.
4.	**Goal #2E:** Extra-Duty pay will be provide to teachers so that Sumer Academies can be provided to students to help address academic deficiencies.	**Schedule #7: Payroll Costs (6100)** - A total of $5,760 has been budgeted for extra-duty pay for the 4-year period.
5.	Teachers will add 30 minutes of ELA studies on two days, Math on two days, and Writing on the remaining day. As part of the teachers' new contracts, their added salaries will help with their new schedule.	**Schedule #7: Payroll Costs (6100)** - A total of $261,000 has been budgeted for extra-duty pay for the 4-year period.

Schedule #17—Responses to TEA Program Requirements

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

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

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

- List the <u>key interventions</u> the campus will implement to *increase parent/community engagement* in order to achieve increased academic performance.
- Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention 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.	Added opportunities will be provided to increase parental and community involvement. This is especially important since the students that attend the DeSoto campus make-up a select portion of the population consisting of the poor, Hispanic population, and ELL speakers. Strategies will include creating a Creating a School-Based Decision-Making Committee, having parents and community members serve on the Implementation Team, and more.	**Schedule #10: Other Operating Costs (6400)** - A total of $12,500 has been budgeted for the 4 years of the program to allow for funds to be utilized to purchase snacks and drinks to be provided during meetings and events. This will help to increase parental involvement and attendance.
2.	An open house will be scheduled at the beginning and middle of the year in order to allow parents the opportunity to meet the teacher and visit their classroom. Parents will be provided samples of the student's work and will have the opportunity to ask questions.	**Schedule #9: Supplies and Material Costs (6300)** - The campus will utilize funds from Supplies and Materials ($109,875 total available) to host the open house.
3.	Various vendors will be contracted to provide trainings to teachers and staff that will offer strategies for increasing parental and community involvement.	**Schedule #8: Professional and Contracted Service Costs (6200)** - A total of $302,144 has been budgeted for various trainings for the 4 years of the program.
4.	Parent and Community Workshops will be provided that will explain the important role they play in the students' academic, social, and emotional development. Strategies will be offered on how they can take a more active role.	**Schedule #8: Professional and Contracted Service Costs (6200)** - A total of $302,144 has been budgeted for various trainings for the 4 years of the program.
5.	**Goal #7A:** The DeSoto campus will provide added opportunities for parents to support their child and increase their involvement. This will include added sports and academic activites, such as STEM competitions, touch football, and more.	**Schedule #9: Supplies and Material Costs (6300)** - The campus will utilize funds from Supplies and Materials ($109,875 total available) to purchase any supplies needed to host and promote these events.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057-835 | 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.	The DeSoto campus will contract with the National School Climate Center (NSCC) to conduct a Comprehensive School Climate Inventory (CSCI) on the campus in order to receive immediate feedback on how students, parents, and school personnel perceive the school's climate for learning.	**Schedule #8: Professional and Contracted Service Costs (6200)** - A total of $35,000 has been budgeted for the 4 years of the program.
2.	An External Evaluator will be contracted to conduct surveys on teachers, staff, students, parents, and community members. Based on these results, the External Evaluator will provide suggestions and recommendations to address any areas of weakness.	**Schedule #8: Professional and Contracted Service Costs (6200)** - A total of $63,100 has been budgeted for the 4 years of the program.
3.	Added opportunities will be provided to increase parental and community involvement. Their added involvement will serve to improve the school climate by showing students that they are supported by their parents and the community. This is especially important since the students that attend the DeSoto campus make-up a select portion of the population consisting of the poor, Hispanic population, and ELL speakers. Strategies will include creating a Creating a School-Based Decision-Making Committee, having parents and community members serve on the Implementation Team, and more.	**Schedule #10: Other Operating Cost Costs (6400)** - A total of $12,500 has been budgeted for the 4 years of the program to allow for funds to be utilized to purchase snacks and drinks to be provided during meetings and events. This will help to increase parental involvement and attendance.
4.	The DeSoto campus will utilize funds to provide PBIS incentives to students that demonstrate academic and behavioral improvement and/or excellence. Incentives will include: stickers, certificates, pencils, and more.	**Schedule #9: Supplies and Material Costs (6300)** - A total of $20,000 has been budgeted for the 4 years of the program.
5.	The Region ESC will be contracted to provide trainings to teachers on strategies for improving the school climate. It is important that all staff members understand and contribute to the improvement of the school climate.	**Schedule #8: Professional and Contracted Service Costs (6200)** - A total of $55,000 has been budgeted for the 4 years of the program.

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Schedule #18—Equitable Access and Participation				
County-district number or vendor ID: 057-835		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		☐	☐	☐

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: 057-835		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		☐	☐	☐

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: 057-835	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		☐	☐	☐

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		☐	☐	☐

Barrier: Visual Impairments

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

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Barrier: Visual Impairments

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

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		☐	☐	☐

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		☐	☐	☐

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		☐	☐	☐

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Barrier: Inaccessible Physical Structures

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

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		☐	☐	☐

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		☐	☐	☐

Barrier: Lack of Support from Parents

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

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Barrier: Lack of Support from Parents (cont.)

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

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		☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

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

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		☐	☐	☐

Barrier: Other Barriers

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

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