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	
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 #
San Antonio ISD	015907	Stewart Elementary/ 168	

Vendor ID #	ESC Region #	DUNS #
74-6002167	20	069451631

Mailing address		City	State	ZIP Code
141 Lavaca Street		San Antonio	TX	78210

Primary Contact

First name	M.I.	Last name	Title
Mark		Cantu	District Coordinator for School Improvement

Telephone #	Email address	FAX #
210-554-2560	mcantu6@saisd.net	

Secondary Contact

First name	M.I.	Last name	Title
John		Strelchun	District Grants Manager

Telephone #	Email address	FAX #
210-554-2535	jstrelchun@saisd.net	

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
Matthew		Weber	Deputy Superintendent - Instruction

Telephone #	Email address	FAX #
210-554-2584	mweber1@saisd.net	

Signature (blue ink preferred)   Date signed

Matthew J. Weber   9-28-16

Only the legally responsible party may sign this application.

701-16-105-020

Schedule #1—General Information	
County-district number or vendor ID: 015907	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: 015907	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: 015907	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

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

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

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iii. Are designed and developed with teacher and principal involvement;
- (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
- (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
- (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

2. Deliver comprehensive instructional reform strategies.
- (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
- (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

3. Increase learning time and create community-oriented schools.
- (A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
    - i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
    - ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
    - iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
- (B) Provide ongoing mechanisms for family and community engagement.

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

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

| 8. | The LEA/campus provides assurance that if it selects to implement the **Texas State-Design Model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS).
By implementing an ECHS, the LEA/campus is delivering a whole-school reform model that:
• Improves student academic achievement or attainment
• Is implemented for all students in the school
• Addresses in a comprehensive and coordinated manner:
    ○ improvement in school leadership
    ○ improvement in teaching and learning in academic content areas
    ○ professional learning for educators
    ○ student non-academic supports
In doing so, the LEA/campus will implement the following:
1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; fall 2017.
2. Provide a rigorous course of study that enables students to receive a high school diploma and complete |

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(E) A full-day program;

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

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

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

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

(J) Program evaluation to ensure continuous improvement;

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

(L) Evidence-based health and safety standards.

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

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

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

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

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

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

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

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

(A) Research-based;

(B) Developmentally appropriate;

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

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

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

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

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

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

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

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

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

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

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

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

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

| 11. | The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform Model**, the campus will meet all of the following federal requirements: |

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

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

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

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

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

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Schedule #4—Request for Amendment

County-district number or vendor ID: 015907	Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment is Required

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

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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

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Schedule #4—Request for Amendment (cont.)	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

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

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

Summarize the district commitments to achieve foundational elements through the district's:
- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:
- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

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

Vision and focus for school reform

The San Antonio Independent School District (SAISD) is one of the largest urban school districts in Texas and faces many of the same problems that affect inner-city school districts such as high-poverty, student mobility, and low parent/ family engagement. Approximately 21% of the District's campuses are rated as Improvement Required according to the State Accountability System. Comparatively, Fort Worth ISD and Houston ISD have 15% and 14% of their campuses rated as Improvement Required, respectively. Despite the aforementioned challenges, Superintendent Pedro Martinez and District leadership has championed an *Excellence by Design* theme in turning around the District's performance on state assessment. The District is transitioning to a new instructional framework featuring the TEKS Resource System and the Gradual Release of Responsibility. Additionally the District is providing intensive support to teachers by delivering EPIC (Educators Providing Innovative Change) professional development which brings the nation's premier education minds to SAISD teachers. These efforts encapsulate SAISD efforts to equip teachers so that they feel empowered to take teaching to new levels.

Sense of urgent need for change

Stewart Elementary, located on the eastern boundary of the District, is one of the most challenging campuses as evidenced by its 4th consecutive year of being in "improvement required" status under the Texas Education Agency's (TEA) accountability standards. Of the four indices of student achievement, Stewart only met standards in Index 2, student progress. Stewart Elementary failed to meet standards in Index 1, student achievement; Index 3, closing the performance gap; and Index 4, post-secondary readiness. Together these indicate an overall struggling school where underserved populations, here the majority of students, are falling behind their well-resourced peers across the state.

Serving 96.8% economically-disadvantaged students the school has had very little to lean on for community support and with a mobility rate of 22.9%, building trust and rapport with families is constantly in a fledgling state. At the beginning of the 2015-2016 school year, only 36% of Stewart Elementary third graders were reading at grade level which causes significant problems since state accountability tests are written on grade level. Despite these challenges, the District and campus are dedicated to turning around the school's performance and funding from a Texas Title 1 Priority School (TTIPS) Grant will accelerate SAISD's capacity to improve student performance by applying a TTIPS Early Learning Intervention Model.

High expectations for results

The expectation for Stewart is to redefine excellence by going beyond minimum state requirements by being designated with the highest accountability rating available This expectation is reinforced by the District's five-year plan which stresses the District's expectation to have all campuses exceeding the State of Texas' standards at minimum and striving to exceed the National standards. Additionally, the District rolled out the PreK – 3 Balanced Literacy Initiative whose goal is for all SAISD students to read at or above grade level by the end of the 3rd grade to bridge the achievement gap in all subjects. As referenced above, shifting Stewart's performance on state assessments begins with students being able to comprehend the assessment and this initiative recognizes and addresses this issue.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 015907	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.

Operational flexibilities that will be afforded the campus in a reform effort
Principal Traci Smith will lead the TTIPS project with support from District leadership. As such, the project's proposed Incentivized Placement System (IPS) greatly enhances the operational flexibility traditionally afforded to campuses. Simply put, transforming this campus with all of its many challenges is going to require highly effective educators providing high-quality Core Instruction (Tier 1) instruction to students. All Stewart teachers who are assessed as highly effective under the Texas Teacher Evaluation and Support System will be eligible to receive an additional $15,000 to continue their employment at Stewart. Additionally, all SAISD teachers identified as highly effective will be eligible for the $15,000 stipend to work at Stewart should a vacancy occur. The intent is to give the principal the resources needed to retain and attract the most effective educators to Stewart. Additionally, the principal will have class scheduling flexibility to meet the needs of her students. Principal Smith will have the final say in the expenditure of grant funds as it relates to the personnel hired on her campus and the technology implemented in the classroom.

Existing capacity and resources
SAISD has adequate resources and the capacity to administer a successful TTIPS-funded Early Learning Intervention Model. An external evaluator with assistance from the District Research and Evaluation Department will provide formative evaluation feedback to the district and campus leadership, project management, partners, and parents throughout the year. The external evaluator will summarize the project's activities and results over the project period so that District and campus leadership can align interventions and resources to student outcomes on an ongoing basis. Stewart will have the full support of the District including the Superintendent's Office, the Office of Academics, Finance Department, and the Technology and Management Information Systems Department.

SAISD has methodically built the capacity to fully benefit from TTIPS funding. District assets have enabled SAISD to receive and maximize new federal and state funding through GEAR UP, the 21st Century Community Learning Centers Grant, and Public Charter School Start-Up Grants. Additionally, SAISD has experienced success in transforming struggling schools using TTIPS Cycle 1, 2, and 3 funding.

Communication structures
The District will utilize two-way communication between the campus and the District by appointing a TTIPS Support Team (TIP) consisting of campus and District staff led by SAISD's District Coordinator for School Improvement (DCSI). The TIP will also include the Associate Superintendent of Academics, Assistant Superintendent School Leadership, and the Associate Superintendents for Human Resources and Finance. The DCSI has direct communication with the Superintendent and will address issues to ensure successful implementation. Project activities and plans will be shared by the SAISD Communication Department; fiscal oversight and management will be provided by the Financial Services Department; the Purchasing Department will coordinate equipment purchases and external provider oversight; and Data Services Department will ensure all pertinent and required data is collected. Additional supporting departments will provide assistance and support as needed for the duration of the project.

While the focus and concentration of the project will be on transforming Stewart ES, SAISD will benefit from implementing the project as well. With 21 campuses designated as Improvement Required, this project will provide the District with first-hand knowledge in knowing which strategies are the most effective in transforming a school. The planned interventions will be monitored and assessed by an external evaluator to determine how they can be used to benefit other campuses within the district. Having the opportunity and resources needed to pilot the evaluation system will strengthen the district's capacity to expand and apply the evaluation system to all campuses district-wide.

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Texas Education Agency

Standard Application System (SAS)

Schedule #6—Program Budget Summary

County-district number or vendor ID: 015907	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	$0	$0	$1,222,546	$0	$1,233,496	$0	$1,244,665	$0	$3,700,707
Schedule #8	Professional and Contracted Services (6200)	6200	$0	$0	$175,794	$50,000	$172,380	$50,000	$172,380	$50,000	$670,554
Schedule #9	Supplies and Materials (6300)	6300	$949,519	$0	$51,000	$0	$42,000	$0	$42,000	$0	$1,084,519
Schedule #10	Other Operating Costs (6400)	6400	$0	$0	$0	$0	$0	$0	$0	$0	$0
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Consolidate Administrative Funds ☐ Yes ☐ No										
	Total direct costs:		$949,519	$0	$1,449,340	$50,000	$1,447,876	$50,000	$1,459,045	$50,000	$5,455,780
	Percentage % indirect costs (see note):		N/A	$21,592	N/A	$34,094	N/A	$34,061	N/A	$34,315	$124,062
	Grand total of budgeted costs (add all entries in each column):		$949,519	$21,592	$1,449,340	$84,094	$1,447,876	$84,061	$1,459,045	$84,315	$5,579,842

Administrative Cost Calculation

Enter the total grant amount requested:	$5,579,842
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$278,992

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.

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

#	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional								
1	Teacher			$	$	$	$	$
2	Educational aide			$	$	$	$	$
3	Implementation Specialist	5	0	$0	$290,000	$295,800	$301,716	$887,516
Program Management and Administration								
4	Title			$	$	$	$	$
5	Title			$	$	$	$	$
6	Title			$	$	$	$	$
Auxiliary								
7	Title			$	$	$	$	$
8	Title			$	$	$	$	$
9	Title			$	$	$	$	$
Other Employee Positions								
10	Educational Systems Analyst	1	0	$0	$62,240	$63,485	$64,754	$190,479
11	Extended Day Site Coordinator	1	0	$0	$58,960	$60,139	$61,342	$180,441
12	Family Engagement Specialist	1	0	$0	$58,960	$60,139	$61,342	$180,441
13	Subtotal employee costs:			$0	$470,160	$479,563	$489,154	$1,438,878
Substitute, Extra-Duty Pay, Benefits Costs								
14	6112 Substitute pay			$0	$0	$0	$0	$0
15	6119 Professional staff extra-duty pay			$0	$510,000	$510,000	$510,000	$1,530,000
16	6121 Support staff extra-duty pay			$0	$0	$0	$0	$0
17	6140 Employee benefits			$0	$207,386	$208,933	$210,510	$626,829
18	61XX Employee stipends — Specify amounts and criteria to earn stipend: Additional duties assigned to the Implementation Specialist positions.			$0	$35,000	$35,000	$35,000	$105,000
19	Subtotal substitute, extra-duty, benefits costs			$0	$752,386	$753,933	$755,510	$2,261,829
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$0	$1,222,546	$1,233,496	$1,244,665	$3,700,707

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

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Schedule #8 – Professional and Contracted Services (6200)

County-district number or vendor ID: 015907 | Amendment # (for amendments only):

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

Professional and Contracted Services Requiring Specific Approval

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

Professional and Contracted Services

#	Description of Service and Purpose	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
1	Communities in Schools / Case management and student support services	$0	$131,414	$130,000	$130,000	$391,414
2	External Evaluator / Project evaluation services	$0	$50,000	$50,000	$50,000	$150,000
3		$	$	$	$	$
4		$	$	$	$	$
5		$	$	$	$	$
6		$	$	$	$	$
7		$	$	$	$	$
8		$	$	$	$	$
9		$	$	$	$	$
10		$	$	$	$	$
11		$	$	$	$	$
12		$	$	$	$	$
13		$	$	$	$	$
14		$	$	$	$	$
b.	Subtotal of professional and contracted services:	$0	$181,414	$180,000	$180,000	$541,414
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$0	$44,380	$42,380	$42,380	$129,140
	(Sum of lines a, b, and c) Grand total	$0	$225,794	$222,380	$222,380	$670,554

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: 015907 | Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Technology Hardware- not capitalized

#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
					$	$	$	$	$
1	Interactive display w/desktop	Data analysis-Digital Data Room	1	$7,615	$7,615	$0	$0	$0	$7,615
63XX 2	Laptop	Instructional support / Data analysis	18	$1,254	$22,572	$0	$0	$0	$22,572
3	Tablet	Teaching and learning	599	$553	$331,247	$0	$0	$0	$331,247
4	Interactive display	Teaching and learning	27	$5,900	$159,300	$0	$0	$0	$159,300
5					$	$	$	$	$
	Technology Software- not capitalized				$	$	$	$	$
63XX	Specify type/purpose:				$	$	$	$	$
63XX	Textbooks/Curricular Materials Specify type/ purpose:				$	$	$	$	$
63XX	Supplies and materials to be used as student incentives Specify type/ purpose:				$	$	$	$	$

Supplies and Materials that do not Require Specific Approval

#	Description				Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6300	Supplies and materials that do not require specific approval:				$428,785	$51,000	$42,000	$42,000	$563,785
	Grand total:				$949,519	$51,000	$42,000	$42,000	$1,084,519

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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By TEA staff person: _____

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 015907

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:	$	$	$	$	$
6495	Cost of membership in civic or community organizations Specify name and purpose of organization: Specify purpose of membership:	$	$	$	$	$
	Subtotal other operating costs requiring specific approval:	$	$	$	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$	$	$	$	$
	Grand total:	$0	$0	$0	$0	$0

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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County-District Number or Vendor ID: 015907					Amendment number (for amendments only):			
Schedule #11—Capital Outlay (6600)								
#	Description and Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6669—Library Books and Media (capitalized and controlled by library)								
1		N/A	N/A	$	$	$	$	$
66XX—Computing Devices, capitalized								
2			$	$	$	$	$	$
3			$	$	$	$	$	$
4			$	$	$	$	$	$
5			$	$	$	$	$	$
6			$	$	$	$	$	$
7			$	$	$	$	$	$
8			$	$	$	$	$	$
66XX—Software, capitalized								
9			$	$	$	$	$	$
10			$	$	$	$	$	$
11			$	$	$	$	$	$
12			$	$	$	$	$	$
13			$	$	$	$	$	$
66XX—Equipment, furniture, or vehicles								
14			$	$	$	$	$	$
15			$	$	$	$	$	$
16			$	$	$	$	$	$
17			$	$	$	$	$	$
18			$	$	$	$	$	$
19			$	$	$	$	$	$
20			$	$	$	$	$	$
6XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)								
21			$	$	$	$	$	$
	Grand total:			$0	$0	$0	$0	$0

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: 015907		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	565		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American student enrollment	63	11.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic student enrollment	487	86.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White student enrollment	11	1.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian student enrollment	1	.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged student enrollment	547	96.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP) student enrollment	201	35.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Special Education student enrollment	28	5.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	205		Review 360
Disciplinary placements in In-School Suspension	0		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	45		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in DAEP	6		2015-2016 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	6		2015-2016 PEIMS report #425; code #C164
Attendance rate		95.7%	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)	105	45%	TEA 2016 Accountability Summary Report.
STAAR / EOC met 2016 standard, reading / ELA (standard accountability indicator)	89	38%	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: 015907	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.

Stewart is in Year 4 of Improvement required under the state's accountability system and as a result has seen a declining enrollment from a high of 607 in 2008 to 565 according to the 2014-2015 Texas Academic Performance Report (TAPR), a staggering 8% decline in student population in an otherwise growing city population. The situation is dire at Stewart and a TTIPS Early Learning Intervention Model is needed to turn the situation around. The declining enrollment illustrates parents and families reluctance to send students to a low-performing campus. Consequently, neighborhood families are not being served by their neighborhood school and families are left looking for alternatives.

Student achievement on STAAR exams are significantly lower at Stewart than District and state averages in all areas, for instance:

- 77% of Texas students passed the 2015 STAAR reading test, only 48% of Stewart students passed.
- 81% of Texas students passed the 2015 STAAR mathematics test, only 45% of Stewart students passed.
- 78% of Texas students passed the 2015 STAAR writing test, only 25% of Stewart students passed.

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

County-district number or vendor ID: 015907	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	43.9		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	34	77.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	4.0	9.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	2.0	4.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	3.9	9.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	4.0	11.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	20.0	58.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	9.0	26.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0.0	0.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	8.0	23.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	9.0	26.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	8.0	2.35%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	6.0	17.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	3.0	8.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	$48,999		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	$49,605		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	$50,912		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	$52,893		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years Experience	$55,081		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	0	0%	
Staff with Bachelor's degree as highest level attained	26.0	76.5%	
Staff with Master's degree as highest level attained	8.0	23.5%	
Staff with Doctoral degree as highest level attained	0	0%	

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 015907	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.

Twenty-five percent of Stewart's teachers are classified as beginning teachers with no previous experience and an additional twenty-six percent have 1-5 years of experience. Simply put, Stewart has a majority of teachers with little experience and the immense challenge of educating students with widespread academic under-preparedness as evidenced by performance on state assessments. Unfortunately this contributes to a vicious cycle where many new teachers struggle and leave the teaching professional altogether which forces Stewart to continuously searching for new teachers year after year.

Efforts to recruit and retain high-quality, experienced teachers are complicated by the significant shortage of educators in the region. According to the U.S. Census, San Antonio was among five of the nation's eight major cities that added the most people in 2014-15. New Braunfels, located just 30 miles north of San Antonio, was the nation's second-fastest growing city in 2014-15. This explosive growth has created the need for new schools and fierce competition for teachers. There are 17 public school districts in Bexar County – where SAISD is located – and its 11 surrounding counties, and hundreds of private schools and charter schools, creating over 3,000 teaching vacancies each year (Education Service Center Region 20, 2015). However, Bexar County's higher education institutions and alternative teacher certification programs produce fewer than 1,500 individuals who are qualified to fill those vacancies. SAISD's lowest-performing schools, such as Stewart, have the hardest challenge recruiting and retaining high-quality educators. Similar to all public school districts in Texas and across the nation, SAISD's compensation structure is not designed to allow high-quality teachers and principals to earn higher pay or significantly accelerate their timeline for increased compensation to incentivize working in our majority low-income, high-need schools.

The proposed TTIPS project will transform Stewart Elementary into a campus where new teachers are provided crucial support, professional development, and materials. Additionally, grant funds will be used to retain and attract high-quality teachers through the use of an incentivized placement which rewards high-performing teachers with additional compensation.

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

County-district number or vendor ID: 015907	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
58	71	73	90	90	94	89								565

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
3	6	8	6	7	7	5								42

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 015907	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.

Stewart Elementary's needs were identified through the Comprehensive Needs Assessment (CNA), a year-long process conducted annually by the campus. The CNA is the centerpiece of SAISD's educational planning process and the driving force for the District Improvement Plan and the Texas Accountability Intervention System (TAIS), a continuous improvement process driven by the ongoing collection and analysis of data which is required of campuses rated as "Improvement Required". District and campus leadership reviewed the results of the CNA to during the development of this grant application to identify areas of need and to guide the model selection, project goals, and planned interventions.

Stewart's CNA process began in Fall 2015 with appointment of a planning team composed of educators, parents, community members and business leaders from the school's attendance zone. With their input and oversight, school staff conducted a data-driven CNA using a standardized process aligned to the Texas Accountability Intervention System and the requirements of the Elementary and Secondary Education Act and No Child Left Behind. The CNA examined multiple data sets and sources to create demographic and student achievement profiles, identify strengths and weaknesses, prioritize needs, and direct programs and funding. The results also provided benchmarks which school leaders can use throughout the year to monitor the impact of interventions, instruction and resources on student achievement. Stewart's CNA process consisted of three steps, described below:

Step I: Campus staff discussed what they wanted their campus to look like in terms of student success and how that vision differs from what currently exists. The purpose and outcomes for the CNA were reviewed and short and long-term timelines were established for the following focus areas: <u>demographics, student achievement, district/school culture and climate, staff quality, recruitment and retention, curriculum, instruction and assessment, family and community involvement, school context and organization, and technology.</u> Each committee received data, information and reports relevant to their focus area. Staff reviewed and analyzed CNA data from the prior school year and compared findings to current data. Needs were identified and research-based strategies were developed to close the achievement gap among student subgroups.
Step II: After reviewing needs and proposing strategies, each committee drafted an executive summary for each focus area which included: disaggregated data by grade level, classroom and/or subgroup; and patterns, trends, strengths and needs identified from the data. All summaries and priorities were combined into a master executive summary for Stewart.
Step III: SAISD's CNA process prioritized the TAIS Critical Success Factors.

Needs identified are as follows:
- 62% of all students failed the 2016 STAAR reading test.
- 55% of all students failed the 2016 STAAR mathematics test.
- 75% of all students failed the 2016 STAAR writing test.
- 66% of all students failed the 2016 STAAR science test.

Root causes of the problem statements are as follows:
- The campus has historically had high turnover of teachers which leads to a deficiency in Tier 1 instruction and lack of subject matter expertise by the teachers.
- Data is not being monitored effectively and students are not being exposed to on-level reading material frequently enough.
- 36% of Stewart Elementary third graders were reading at grade level

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 015907	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 (ELI) Model was chosen because the model supports campus interventions and District Initiatives. Students will build a solid foundation of academic skills and behaviors beginning with preK that will serve them throughout their academic careers. Students who have built a strong academic base will perform better on state assessments and allow Stewart to exit Improvement Required status. The data supports SAISD students in preK, for example, beginning of year kindergarten Istation reading assessments (letter knowledge, phonemic awareness, vocabulary) has steadily shown that students who attend SAISD prekindergarten programs are more likely to begin kindergarten at grade-level (Tier 1) compared to students who did not attend Head Start or prekindergarten in SAISD.

Additionally, District leadership is focusing on implementing a Balanced Literacy plan that would serve students in grades PreK – 3 at all elementary schools within the district utilizing a combination of leveled library materials, classroom library books, existing materials, and strong professional development. SAISD's goal is for students to read at or above grade level by the end of the 3rd grade to bridge the achievement gap in all subjects. A PreK-3 Literacy Initiative is based on a Balanced Literacy model which is an intentionally delivered instruction to develop students who can read, write, listen and speak with increasing complexity across several disciplines and for a variety of purposes. The PreK – 3 Literacy Plan was created by carefully researching the core components of literacy and their effect upon student growth in the area of reading, writing, listening, and speaking.

In summary, the ELI Model complements initiatives the District is implementing to increase student achievement and growth which will improve their performance on state assessments and move Stewart into a high-performing campus.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 015907	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.

Stewart ES was required to host a meeting for parents and community members to communicate the campus rating of "Improvement Required" under the State of Texas' Accountability Rating System at the beginning of the 2015-2016 school year.

While the meeting did not specifically outline the TTIPS Early Learning Intervention model, the information gathered from the meeting along with the Campus Needs Assessment formed the basis for the TTIPS project. The Family Engagement Department is the driver of is dedicated to fostering relationships with SAISD parents and ensuring them the support they need to be active participants in their child's education, both at home and within our schools. The department oversees the training of the campus-based Parent & Family Liaisons, hosts the increasingly popular Parent Summit twice a year, implements the Fathers in Action Initiative and helps parents to resolve concerns they have about their child's education, among other services and projects. We also welcome parent feedback on our projects and services and invite parents to sit on committees that help drive the direction of future services, projects and events. Strategies to integrate and engage the community throughout the project's implementation include the following:

- **Academic Parent Teacher Team (APTT) Meetings** - APTT very clearly demonstrates that family-school-community partnerships with a central focus on advancing student learning can have a powerful impact.
- **Parent Teacher Home Visit Project (PTHVP)** - PTHVP increases student and school success by building and sustaining a national network of partners who effectively implement and advance our relationship-based home-visit model of family and teacher engagement in public schools across the United States. Active participation – Parents will be invited and recruited to form a volunteer group at Stewart. The volunteers will be actively involved in assisting the teachers to set up classrooms and clerical work. Additionally, volunteers will be recognized for their participation through announcements in newsletters and the campus' website.
- **Families and Schools Together (FAST)** - FAST provides a systemic approach to assisting families in improving their parenting skills, family bonding and parental engagement in their child's life-long education process which enables parents of children/youth at-risk for school failure to develop the parent engagement skills to provide the required assistance to enable their children to avoid community risk factors and graduate from high-school.

The TTIPS grant will provide additional resources needed to actively engage Stewart's families and surrounding community. The interventions above go above and beyond the exceptional resources already committed to engaging parents such as the Parent & Family Liaison position. The strategies will provide parents with the knowledge and resources needed to make a positive impact on their student's academic career. Additionally, it will foster parent engagement on campus that goes beyond the bake sale.

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Schedule #14—Management Plan			

County-district number or vendor ID: 015907 | 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)	The DCSI will lead the SAISD TTIPS Support Team of highly qualified personnel charged with enacting meaningful school reform throughout the District.	The DCIS has demonstrated expertise in planning, managing and implementing school reform efforts and successful leadership and management experience.
2.	Associate Superintendent, Academics	Will direct and manage the overall implementation of TTIPS within SAISD, including direct supervision of the DCSI.	Requires demonstrated instructional leadership, Master's degree and appropriate experience.
3.	Assistant Superintendent School Leadership	Will provide leadership to Stewart Elementary in areas related to instructional and operational needs	Requires a Master's Degree, Mid-Management, Administrator or Principal Certification, and demonstrated leadership skills.
4.	Associate Superintendent Finance	Will supervise the financial administration of the TTIPS grant, including accounting, payroll, purchasing, and information technology and information services.	Requires an MBA and advanced technical knowledge of school finance, budgeting, accounting systems, and economics.
5.	Associate Superintendent Human Resources	Will provide leadership for implementation of human resources activities needed to ensure effective recruitment, high quality staffing and retention of qualified personnel.	Requires a Master's degree and Mid Management Administrator or Administrator Certification.
6.	Stewart Principal	Will implement TTIPS on campus. Will provide continuous professional development to teaching staff to ensure utilization of identified instructional strategies and other best practices.	Requires a bachelor's degree; Masters preferred. Requires a Texas Principal Certification.
7.	Senior Director Head Start & Early Childhood Education	Will provide leadership to Stewart Elementary in areas related to early childhood education	Requires a Master's Degree, Mid-Management, Administrator or Principal Certification, and demonstrated leadership skills.
8.	Implementation Specialist (s)	The Implementation Specialist works in partnership with teachers and campus leaders to improve learning outcomes for students. The Implementation Specialist will support professional learning activities that are provided by the Office of Organizational Learning.	Bachelor's Degree from an accredited four year college or university Valid Texas Teacher Certification in assigned content area
9.	Family Engagement Specialist	The Family Engagement Specialist will work with students and their families in implementing interventions that support the Increase Parent Community Engagement Critical Success Factor.	Bachelor's Degree from an accredited four year college or university

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015907 | 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.	External Evaluator	Implement a comprehensive evaluation plan designed to assess all aspects of project activities. Cooperate with any technical assistance provided by the TEA and participate in any meetings suggested by the Agency to review project implementation and evaluation strategies.	Experience in comprehensive impact-assessments, utilization-focused and action-oriented evaluations. Strong familiarity with the educational context, issues addressed in this proposal, and has flexibility, credibility, and problem solving skills required of a highly effective external evaluator.
2.	Communities in Schools – Site Coordinator	Connect students and their families to social support systems by contracting with Communities and Schools (CIS). A CIS Site Coordinator will help families access and navigate the maze of public and private services to help remove obstacles to a student's learning. Often times a student needs support beyond the classroom and the site coordinator is there to meet with students and understand their needs.	Experience in serving at-risk students and their families. Must have a social work background in K-12.
3.	Education Service Center	Provide training to Stewart teachers on using data analysis to drive instruction.	Must have experience delivering professional development to large groups of teachers and must have a research-based curriculum.
4.			
5.			
6.			
7.			
8.			
9.			

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 015907	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.

Communication and standard operating procedures (SOP) are two of the most important elements in a successful succession and commitment plan. The campus and district have procedures and strategies in place to ensure that vital information is shared between key project personnel and available in the event of changes in project personnel. The SOPs include sharing strategies that ensure everyone has a common understanding of project goals, activities, and milestones. SAISD has a tiered, formal approach to gathering district and campus data/ needs and creating communication redundancies so information can be gathered at various points.

- District Improvement Plan – Guides District staff in the improvement of student performance for all student groups in order to attain state standards in respect to student achievement indicators.
- Targeted Improvement Plan – As an Improvement Required (IR) campus, the Campus Leadership Team (CLT) engages in the Texas Accountability Intervention System (TAIS) that results in a plan to address indexes.
- Campus Improvement Plan – Guides campus staff in the improvement of student performance. Plan is developed, reviewed and revised each school year by the principal with the assistance of a campus-level committee comprised of administrative staff, teachers, parents, students, and business and community leaders.
- Comprehensive Needs Assessment – As described in Schedule #13, the CNA is the centerpiece of the educational planning process and driving force for planned interventions. Planning teams are comprised of educators, parents, community members and business and community leaders.

These plans and procedures are updated as "living" documents. They are available for all SAISD employees via a central Campus Operations Portal hosted on the District's intranet. These documents guarantee that should a change in leadership occur, the transition will be managed through the information available to remaining staff and incoming leaders. Additionally, through the implementation of a Professional Learning Community (PLC) on the campus communication between key stakeholders will occur more frequently. The PLC fosters a collaborative learning among colleagues within a particular work environment or field. By implementing a PLC with fidelity, the principal shares leadership responsibility – and thus power and authority – through inviting staff input in decision making. There is also collective learning among staff and application of that learning to solutions that address students' needs.

In addition to the formal and informal communication sharing strategies listed above. Stewart will launch a TTIPS Implementation Team (TIP) to ensure progress is being made by the campus towards project activities outlined in the grant narrative. While changes to key project personnel is something to be avoided, the impact will be mitigated by having a strong TTIPS Implementation Team where all members are knowledgeable about the project's history, goals, and intent. Information will be shared with new project personnel so there is little to no delay in project progress. To aid the TIP, the performance of the project will be tracked through an online Grant Management System. The system will create and categorize pertinent project activities and be a repository of documents. All project personnel, regardless of when they begin participation in the project will benefit from having the information readily available and transferable. Monitoring and checking progress throughout implementation will ensure problems, challenges and concerns are identified and addressed quickly and serve as a source of encouragement to teachers as they are reminded that changes are being made and that the school is progressing toward its vision. Additionally, during the pre-implementation phase of the project, all groups mentioned above will be involved in preparing the Implementation Readiness Portfolio for the TEA program office. An activity that will translate the vision into action.

Commitment to the Stewart's TTIPS project will be accomplished by creating a practice of including key stakeholders (i.e. district and campus leadership, teachers, external providers, project evaluators, and families) in decision-making and project implementation. This will create a culture of active rather than passive stakeholder participation by continuously providing avenues for communication and soliciting input. Communication between all stakeholders will make sure the momentum generated upon award of the TTIPS grant is sustained and actively cultivated for the duration of the five years the project is transforming the campus.

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Schedule #14—Management Plan (cont.)	
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Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide support to sustain the reform after the grant period ends?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The long-term sustainability of the TTIPS program is a high priority for SAISD. The project's focus is increasing campus leadership and teacher capacity through intensive professional development and campus support. Additionally, implementing an Early Learning Intervention Model requires altering the campus culture and refining practices that will maintain the improvements realized through the grant. Specific elements of the project intended to significantly increase capacity include:

- The San Antonio ISD Board of Trustees voted Aug. 15, 2016 to call for a Tax Ratification Election (TRE) to raise the District's Maintenance & Operations tax rate by 13 cents. Voters residing within the District's attendance zone will be asked to consider the ballot proposition in November. The increased operating revenue generated from the TRE would assist the District in providing technology and other classroom enhancements district wide to meet today's educational standards. The TRE also would provide additional funds for teacher compensation for afterschool and summer programs that target the approximately 40 percent of students in need of additional academic support, as well as expanded extracurricular offerings for students across the District. If approved, funding from the TRE will sustain many of the activities and interventions proposed in Stewart's TTIPS application.

- The hiring of implementation specialists to provide coaching and observation for teachers and focus on Tier 1 instruction. Beginning in Y2 and continuing through Y4, the implementation specialists will be building the content knowledge and instructional practices of Stewart's teachers. Having strong, confident teachers on campus after the end of the project means the gains seen in the project will last beyond grant period. Teacher leaders will be developed by working with the implementation specialists throughout the grant period of performance. These teacher leaders will continue to work with existing teachers and new teachers in the future.

- Project evaluation will determine the success or failure of each planned intervention which is vital in determining which project elements need to be sustained upon the conclusion of the TTIPS grant period. The grant provides an opportunity for Stewart to explore, test, and evaluate activities which could not take place if not for the addition of grant funds. External/internal providers will document for the school methodologies that were implemented as well as successes and lessons learned throughout the project.

In order to maintain the progress made under the TTIPS grant, SAISD will determine future funding of project elements based on the value each have on the changes that have been made. Essentially, the design of the project is intended to scale down upon the conclusion of the grant. The support of implementation specialists will make a lasting impact the teachers will be sustained. However, in recognition that some elements of the project require follow-up and continued support, a scaled-down plan of project activities will be developed based on the results of the external evaluation.

Finally, SAISD is continuously developing and implementing plans to diversify funding to support the TTIPS elements. The District is confident in being able to increase programmatic sustainability through a combination of several strategies such as :

- Allocating and leveraging federal allocations
- Building and sustaining relationships with local foundations to foster private donations.
- Expanding and strengthening the campus' fundraising abilities.

SAISD believes that through robust fundraising, leveraging funding, and a measured project plan we will be able to sustain, expand, and scale the program to effectively serve Stewart's students for the long-term.

Schedule #15—Project Evaluation	
County-district number or vendor ID: 015907	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.

Continuous Improvement (CI) Evaluation will be used for all project identified productivity enhancers and will drive decision-making for project modification and enhancement. Throughout the entire length of funding the TTIPS Implementation Team will meet monthly to discuss issues and results and will make project adjustments based on information gleamed from these meeting. During a Rapid Startup period (first 2 months of project implementation) this Team will develop detailed goals, objectives, strategies and methods for delivering outcomes based on school needs and will finalize all language related to such within the Rapid startup timeframe. Total Quality Management (TQM) a proven strategy for design, deployment and continuous improvement of high performance programs, will advise an operational framework that insures each milestone has a clear focus, all members of The Team agree on what is to be accomplished, is outcome-based, and corresponds to the needs and expectations of the district. Project human resources and processes will be examined to ensure they are appropriate and adequate and if not, the system will be restructured. This approach ties the management and evaluation process together insuring that the project is continually reviewed, and evaluation results are useful and of good quality. The lead project evaluator is trained in the mechanisms of TQM through the American Productivity and Quality Center (APQC/ Houston, TX), has 25 years of project management experience in school improvement and change processes with company experience in R&E of 20 years. the lead evaluator and supportive evaluators will work closely with The Team in implementing these processes and reviews. All modifications upon the program will be made through deliberations and data sharing between the evaluator and The Team. Documentation will be made on how improvement activities are prioritized via TQM and tied to student achievement and how supporting school processes are tied to CI. Specific data needs will be secured from the district R&E department on an as needed, just in time basis to ensure data that is useful and relevant to making the "right adjustments at the right time.

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.

Data collection will be an on-on-going task of the external evaluator. Qualitative and quantitative techniques will generate the data needed for the evaluation. These evaluative techniques and methods will include review of participant records, project evaluations of the training and technical assistance strategies, reviews of program documents and materials, observation of project activities and classroom applications of the new leadership skills and capacities of principals and assistant principals, and questionnaire and interview strategies. Data collection will occur through developed or acquired evaluation instruments to document participant perceptions of training and technical assistance activities and their own efficacy as the project progresses. The project will also collect, analyze and report data from the state of Texas accountability system – The Texas Academic Performance Report (TAPR). The TAPR integrates district accreditation status, campus ratings, and student data, including the new Texas Assessments of Academic Readiness (STAAR), which assesses student performance. Data from this system will be obtained via the state agency's website and integrated into the project evaluation system longitudinally. The evaluation plan also will include participatory strategies to assess the quality, effect and benefit of the project components. These strategies will include focus group interviews and structured and semi-structured individual interviews. At the participating schools site, key stakeholders will be interviewed to assess the effects of the project implementation on the students' educational outcomes and academic improvement. These interviews will allow for reflection on effective practices and how these practices can be sustained and extended to other settings.

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Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

The Stewart Elementary School project will implement a comprehensive evaluation plan to assess program implementation, program impact, and program effectiveness. The evaluation which will be conducted by an independent third-party entity. The primary tasks of the evaluator will, but not be limited to: (1) collect and analyze data to determine the degree to which project objectives have been attained (summative evaluation); (2) provide a continuous flow of data back to district leadership staff, campus leadership staff, project staff, partnering agencies, and parents and community members (formative or process evaluation); (3) analyze data to determine the relationships between the type and intensity of service, the nature of the needs being addressed and the outcomes produced; and (4) identify the most effective practices that can be replicated in the transformation of schools.

The evaluation will focus on three major, interconnected components – (1) Implementation or the progress of the project in putting in place the activities approved in the grant application; (2) Impact or the effects of the project on persons and systems involved in or served by the project as it relates to quality instruction, student achievement and campus performance ratings; and (3) Effectiveness or the degree to which the different components and the project as a whole is successful in achieving its goals of increased student achievement through job-embedded professional development and support provided to campus administrators and teachers. San Antonio ISD and Stewart Elementary provide assurance that they will participate in any evaluation of the grant conducted by the U.S. Department of Education, the Texas Education Agency, including their contractors.

Evaluation questions include: (1) Were project goals, objectives and benchmarks attained? (2) To what extent did the project provide high quality job-embedded professional development and leadership support to campus administrators and teachers that result in increased student achievement and other outcomes for students? (3) To what extent did the project establish a coordinated system of professional development and support for campus administrators and teachers and the inclusion of a student growth measure? (4) What lessons were learned about the transformation process and factors enhancing and/or limiting its success? and (5) To what extent did the project develop and disseminate information on effective strategies for transforming low-performing schools? Qualitative and quantitative techniques will be used in assessing program implementation and program outcomes.

Evaluation results will be reviewed every nine weeks by the TTIPS Support Team, including data related to student achievement indexed against teacher professional development activities. Areas of under-achievement will require a corrective action plan by the Principal, the components of which are expected to address refinements to instructional strategies and/or stepped up or more targeted professional development activities. By regularly reviewing impact on a short-cycle, problems will be quickly identified and professional development, new instructional tools or policy modifications can occur with equal speed, ensuring that unanticipated issues do not become barriers to planned outcomes. Building practice adjustment into operational processes will ensure that interventions are implemented fully and effectively and to maximum student benefit.

The external evaluator will provide formative evaluation feedback to district and campus leadership, project management, partners, and parents throughout the year. Program implementation and impact data will be tabulated, analyzed and summarized in an end-of-year report. This report will summarize the project's activities and results over the project period and will include information about the participants served, project staff, services provided and educational progress of students. In addition to assessing program implementation and impact on program participants, the document will incorporate recommendations for enhancing future replication. The final year evaluation report will summarize the project's activities and results over the course of the entire project period.

In August of each year, Stewart Elementary will collect and report to the TEA data pertaining to the performance measures outlined in the Program Guidelines.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

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

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

The SAISD Purchasing Department maintains a database of approved external providers by types of services offered. Types of external providers include regional service centers, colleges and universities, professional organizations, and private providers offering services on a variety of topics to meet teaching and learning needs. Periodically, the District will advertise for new external providers and interested parties are asked to complete a Request for Qualifications. Providers found to be of highest-quality are added to the approved list.

SAISD secures external providers to perform work only when it determines that the service is not available from within District resources. SAISD believes only Professional Services will be procured, i.e., Professional/Student Development Training. SAISD typically does not use a competitive bid process for Professional Services contracts of less than $50,000 for a 12-month period; instead, a Request for Qualifications is issued and a qualified, high quality provider is selected from respondents. Standard process is as follows:

Step One: Insure independent contractor status of potential provider. District employees may only provide professional services in limited, defined circumstances.

Step Two: Determine the scope of service and budget parameters; conduct initial conversations to communicate your needs and determine which provider will best meet them; and evaluate the offers based on fee, quality, timeline, etc.

Step Three: Check references. Selection team members contact other schools or districts similar to their own that have worked with the provider. This step may involve a telephone call or visits by members of the selection team to the school for site visits and interviews. Competitive process requires at least three signed reference checks.

Step Four: Select the service provider with the highest indicators of competence and qualification to perform the services at a fair and reasonable price. Every effort is made to ensure the provider offers services that have the following characteristics (Guide to Working with External Providers, 2012, American Institutes for Research):
- Aligned with established goals – Activities are aligned with goals that were established during the needs assessment.
- Long Term – Services are offered as part of a long term strategy for improved student learning.
- Customized – Providers approach is tailored to the schools unique circumstances and needs.
- Research Based – Providers approach is grounded in research and backed by evidence from a neutral-party evaluation that it gets the desired results in similar circumstances.
- Capacity Building – Services are delivered with a strategy for training the school or district to be able to practice and access the skills independently. Provider should have a plan for building capacity and evidence that it has accomplished this goal in the past.

Step Five: Obtain approval and execute contract. All contracts valued in an amount of $50,000 or more will require approval by the SAISD Board. The Board may pose questions on the process used to select the service provider, the services to be received relative to the fee, the qualifications and competency of the service provider, and the availability of other service providers in the marketplace. Contracts under $50,000 are reviewed and approved by the Financial Services Department.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

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

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

SAISD intends to use Amplifund Full Cycle for administering and monitoring external provider contracts and other grant-related activities. Amplifund is an integrated software program that streamlines tracking functions by establishing a central hub for documentation and key data. Federal regulations are encompassed within the system to support compliance by internal and external sources. The system has unique customization features to enable non-recurring data capture and support adherence to contract terms. Automated reporting will keep responsible SAISD staff informed of contract performance and compliance issues on a rapid cycle.

Maintain ongoing communication to include regular check-ins and host coordination meetings to discuss progress and implementation concerns before they grow into full-scale problems. Ongoing communication also facilitates the sense of having a shared goal.

Keep a written record of communication between SAISD and providers. For example, providers may keep a log of when communication took place with campus or district staff, what was discussed, and what actions were taken as a result of the discussions. Such logs help prevent misunderstandings from turning into full-blown problems.

Establish mechanisms for staff members to ask questions about the provider as well as offering insight and suggestions for implementation on a regular basis throughout the project. For example, the school and providers will work together to design strategies for on-going feedback:

- Immediate evaluations of training sessions or consulting visits
- Regular debriefings
- Time in regular staff meetings to discuss the staff's impressions of the provider's services
- Structured midyear reviews of progress

Create an evaluation plan. The external evaluator hired through the project will establish this plan for evaluating the provider's services which include two important categories of progress -- medium-term benchmarks (annual targets for the project period) and process evaluation or implementation. The primary goal for the evaluation system is to foster an environment of continuous improvement. The evaluation of the success of the provider's services will be aligned with the wider system of accountability. Evaluation will be on-going and coupled with on-going communication which will ensure that implementation and outcomes are kept on track.

Parties will agree upfront on the grounds under which the parties might decide to end the partnership. Language for early termination is included in standard SAISD agreements. Final payments due to the provider will be calculated and handled by the Director of Purchasing.

When providers are performing services on school campuses, the Principal is responsible for ensuring the service provider performs in accordance with the approved contract. If performance issues arise, the Principal is to immediately contact the Director of Purchasing for guidance. The Principal must warrant the satisfactory completion of services prior to authorizing payment to the vendor.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

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

1.	Conduct TTIPS Grant Implementation meeting with District, campus, and community stakeholders.
2.	Host Parent/ Family meeting to discuss TTIPS award and solicit feedback
3.	Work with external evaluator to refine evaluation plan such as developing survey to solicit stakeholder feedback, data gathering, and evaluation criteria.
4.	Research and identify external consultants needed for the project.
5.	Develop and execute performance contracts for all grant-funded consultants
6.	Work with SAISD Human Resources Department and Finance Department to coordinate the advertisement of positions funded under the grant.
7.	Purchase technology, furniture, and any associated materials for the 2017-2018 School Year.
8.	Schedule and coordinate all before and after-school curriculum and activities.
9.	Work with SAISD Information Technology Department to develop technology roll-out plan to include equipment purchased, software installed, and associated professional development.
10.	Solicit feedback from project stakeholders regarding the Reward System framework.
11.	Recruit and enroll students in prekindergarten program
12.	Conduct summer programming between June 2016 – July 2017
13.	Register and attend required TTIPS team training
14.	Schedule meeting to discussed proposed pre-implementation plan
15.	Draft pre-implementation plan
16.	Recruit new teachers with the incentivized placement plan
17.	Begin hosting monthly TTIPS Implementation meetings
18.	Submit plan to TEA.
19.	
20.	

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TTIPS planned interventions will build upon, strengthen, and supplement existing efforts Stewart is currently undertaking. The efforts include a combination of district-wide, campus-based, and community led initiatives. These activities will be coordinated with TTIPS-funded interventions in order to take full advantage of the extended funding for the duration of the project.

- The San Antonio ISD Board of Trustees voted Aug. 15, 2016 to call for a Tax Ratification Election (TRE) to raise the District's Maintenance & Operations tax rate by 13 cents. Voters residing within the District's attendance zone will be asked to consider the ballot proposition in November. The increased operating revenue generated from the TRE would assist the District in providing technology and other classroom enhancements district wide to meet today's educational standards. The TRE also would provide additional funds for teacher compensation for afterschool and summer programs that target the approximately 40 percent of students in need of additional academic support, as well as expanded extracurricular offerings for students across the District. If approved, funding from the TRE will sustain many of the activities and interventions proposed in Stewart's TTIPS application.

- Stewart Elementary uses Title 1 funding to supplement basic education programs such as leveraging funding to provide for full-day Pre-K. The full-day Pre-K provides students with increased learning time and teachers can begin instilling strong writing practices that the student will carry through their academic careers. The full-day pre-kindergarten program adheres to the TEA Prekindergarten Guidelines with research-based curriculum that is aligned with the TEKS. Additionally, Stewart's Pre-k teachers participate in the Texas School Ready training and receive professional development on the CIRCLE progress monitoring system.

- SAISD received a School Climate Transformation Grant from the U.S. Department of Education to enhance the Positive Behavior and Intervention System at all campuses. The grant provides funds for student incentives, professional development, and provides intervention specialists from the UT-Health Science Center located in San Antonio. The overarching goal of improving the campus' climate and fostering a positive learning environment. Stewart currently implements PBIS on campus to help reduce student referrals and keep students learning in the classroom.

- The District applied to and received a High Quality was the recipient of a High Quality Pre-school Grant through the Texas Education Agency to fund additional Implementation Specialists, professional development, and a Family Engagement Specialist who will help implement a Family and Community Engagement Plan.

Ensuring coordination and alignment of all school reform initiatives (including TTIPS) and maintaining continuous buy-in by teachers and campus leaders will be the responsibility of TTIPS Implementation Team (TIP). During monthly meetings, the TIP will review data regarding student achievement using a rubric of TTIPS outcomes and improvement strategies. A continuous improvement framework will enable rapid problem identification and remediation such as instances when the campus' initiatives become conflicting rather than aligned.

The guiding principle of aligning campus initiatives will be the leveraging of resources to maximize results. The TIP members will be authorized by the Superintendent to make rapid cycle changes as needed to ensure all grants meet or exceed expectations and contract requirements.

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

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:	Traci Smith
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	Principal Traci Smith began was hired as the Stewart Principal on July 15, 2015. Traci Smith brings 32 years of experience in education to the campus including 19 years as a classroom teacher, 7 years as a curriculum specialist, 2 years as a District Instructional Coach and has a Master of Education and a Master of Educational Leadership and Policy Studies.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

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

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

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

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

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

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

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

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

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

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	Stewart will use the Texas Principal and Teacher Evaluation and Support System (T-PESS and T-TESS) to determine the instructional and leadership effectiveness. T-TESS identifies high-quality teachers through classroom observations, a 16-dimension rubric and student growth measures to determine where teachers are performing along a continuum of excellence. One of five ratings is given annually: Distinguished, Accomplished, Proficient, Developing or Improvement Needed. The T-PESS identifies high-quality principals by focusing on the key dimensions of effective school leadership that are tied to Texas principal standards. Data sources used to track and measure student growth for the evaluation system includes a combination of campus-based progress monitoring tools and State Accountability assessments. Progress monitoring tools include: Istation to track reading and writing, Fountas and Pinnell to track reading, Compass Learning to track Math, campus-based assessments to track all content areas, student portfolios to track year-to-year student growth, and Index 2 of the STAAR assessment. **Student growth is weighted at 20% of the evaluation system.**
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	The evaluation system will include formal observations and informal walkthroughs to evaluate teachers' professional practice. The design includes one formal, scheduled observation comprised of a full-lesson observation and a pre/ post conference. Additionally, there is a formal, unannounced observation which also includes a full-lesson observation and a pre/post conference. Additionally, at least four informal observations using the walkthrough forms available in Eduphoria Appraise will be conducted for each teacher. The informal observations are then shared with the teacher and are used for a formative review process between the principal and teacher. The evaluation system uses a teacher self-assessment as an ongoing process to promote and track goals and professional development. Teachers and appraisers agree on goals and a development plan to attain those goals and the teacher submits the plan in the fall. The teacher keeps the document living, tracking progress toward those goals, professional development undertaken to achieve the goals, and revisions to goals as the teachers context changes over the year.
Describe how the evaluation system was developed with teacher and principal involvement:	SAISD hosted the Assessment Academy on July, 2016 which included involving 400 of the district's highest-rated teachers, staff and administrators in the creation and implementation of evaluation measures for the student growth portion of the T-TESS. Follow-up meetings are scheduled to take place beginning in Fall 2016 to ensure stakeholder input is solicited and communication regarding the new evaluation system is communicated to teachers throughout the process.

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

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

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:	Stewart's "Incentivized Placement System" is the Reward System proposed under the TTIPS project. Under the proposed system, Stewart teachers who have increased student achievement on state assessments will be eligible to receive up to $15,000 to continue their employment at Stewart. Additionally, in order to receive the incentive, teachers will be required to take on additional responsibilities such staffing the extended-day program, working during the summer enrichment program, or serving as a department chair.

The incentivized placement system is a sharp departure from the traditional strategy of using "extra-duty" pay to financially incentivize teachers to take on additional responsibilities. Whereas the extra-duty system was disjointed and often had the same few teachers taking on the responsibilities; the incentivized placement system will share responsibilities among all high-quality teachers on the campus. The benefit of this is that teachers will be able to apply their individual interests to activities which benefit the students the most.

The motive behind the incentivized placement is to have teachers who make the largest impact on student achievement work more with students who need assistance. It also creates teacher – leader pathways and incentivizes teachers to take on crucial positions on campus. |
| Describe protocols/interventions to support teachers who are struggling to improve professional practice: | Protocols and interventions are based on walkthroughs conducted by appraisers. If concerns are raised regarding quality of instruction, a Memorandum of Expectations outlining appraiser concerns and recommended strategies for improvement is issued to the teacher. A teacher's failure to follow the strategies, the teacher is placed on a professional growth plan and/ or further disciplinary action may take place. The memorandum may also be considered cumulative data when considering the teacher's annual performance appraisal. The professional growth plan includes the following steps:

1.   Goal Selection
2.   Action Plan
3.   Support/ Resources Needed
4.   Evaluation Measures
5.   Evidence of Successful Completion
6.   Follow-up |
| Describe the criteria established for educator removal: | If based on the professional growth plan, the teacher still does not improve; a Memorandum of Reprimand is issued which summarizes what the teacher did not complete in the professional growth plan. Failure to address issues outlined in the Reprimand and failure to implement suggested strategies will lead to the non-renewal of the contract. All terminations are subject to board approval. |

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

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

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

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

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

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

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

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

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

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

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

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

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

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

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

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

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

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

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

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

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

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

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming
Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.	**Background:** The SAISD currently provides a full-day preschool program by leveraging state, Federal, and local funding. The high-quality educational program is provided to 3- and 4-year-olds and is designed to provide students a strong foundation for kindergarten and future learning through a curriculum that addresses their social, emotional, physical and cognitive development. Head Start is offered at 24 District locations, including our four early childhood education centers – Carroll, Carvajal, Knox and Tynan – and Pre-K is offered at 58 elementary schools and academies. **Standards:** Stewart Elementary currently has 3 classes /units and currently the child-to-staff ratio follows an 11:1 ratio through a combination of teachers and teaching assistants. Grant funds will add an additional prekindergarten co-teacher to lower the child-to-staff ratio to the US. Department of Education's High- Quality Pre- K Standard of 10:1 and to keep class size of no more than 20 students. The starting salary for the 2016-2016 school year is $53,500 per year with additional consideration for certification and education.
Indicate if the campus will partner with community-based provider or off-site campus to deliver key components of the model; such as staffing or facilities needed to deliver a grade-level or other educational program. If such a partnership will exist, describe how the campus and LEA will ensure all students benefitting from the grant are enrolled at the eligible grantee campus.	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

Statutory Requirement 14: High-quality preschool programming (continued)
Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	The SAISD's preschool program adheres to the Texas Education Agency Prekindergarten Curriculum Guidelines. The guidelines are based on current knowledge of theory and scientific research about how children develop and learn; they reflect the growing consensus among early childhood professional organizations that a greater emphasis be placed on young children's conceptual learning, acquisition of basic skills, and participation in meaningful, relevant learning experiences. The program's curriculum is aligned with the Kindergarten Texas Essential Knowledge and Skills (TEKS) and prepares all children for success in Kindergarten and elementary grades. Teachers are provided with joint planning time and are participants in the campus' Professional Learning Community meetings. The curriculum focuses on five domains: social and emotional development, language and communication, emergent literacy: (reading and writing), and mathematics which support student growth and kindergarten readiness.
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	Measuring student progress throughout the year is vital and results in efficient and appropriate targeted instructional techniques and goals which move students to faster attainment of important state standards of achievement. Accordingly, SAISD will utilize the Learning Accomplishment Profile (LAP-3) as the prekindergarten assessment instrument and Istation as the kindergarten readiness assessment. SAISD will utilize the Learning Accomplishment Profile (LAP-3) to measure child growth and development. LAP-3 provides a systematic method for observing the skill development of children functioning in the 36-72 month age-range. The purpose of this criterion-referenced assessment is to assist teachers, clinicians, and parents in assessing individual development. The LAP-3 contains a hierarchy of 383 developmental skills arranged in chronological sequence in six domains of development: **1.)** Gross Motor, **2.)** Fine Motor, **3.)** Pre-Writing, **4.)** Cognitive, **5.)** Language, **6.)** Self-Help, and **7.)** Personal/Social. SAISD will administer the LAP-3 assessment three times a year: Beginning of Year, Middle of Year, and End of Year. The results of the LAP-3 provide a complete picture of a child's developmental progress so that individualized; developmentally appropriate activities can be planned, implemented, and monitored. SAISD will use Istation as the kindergarten readiness assessment. Istation is a computer adaptive assessment which measures five key areas of effective reading instruction: phonics, phonemic awareness, comprehension, vocabulary, and fluency. Teachers will administer the assessment at the beginning of year to determine students' academic level. Using the assessment allows teachers to identify student weaknesses and immediately provide data-informed instruction specific to each child's needs.

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Statutory Requirement 15: Screening and Selecting Staff

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

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

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

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

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Statutory Requirement 16: New Governance Structure/Turnaround Office

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

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

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N/A

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Statutory Requirement 17: Whole-School Reform Model Developer

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

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

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

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

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Statutory Requirement 18: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

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

N/A

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Statutory Requirement 19: Enrollment in higher achieving schools

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

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

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

N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015907 | Amendment # (for amendments only):

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

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

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

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Improve the Instructional Program*
Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1. Build teachers' ability to provide high-quality Core Instruction (Tier1) to students which was a Root Cause identified through the Needs Assessment process described in Schedule #13. As described in Schedule #12 – Part 4, 25% of Stewart's teachers are classified as new teachers and they need additional support to build their content knowledge and instructional practices. Grant-funded Implementation Specialists will provide job-embedded professional development to Stewart teachers and will work in partnership with teachers to improve learning outcomes for students.	**Payroll Costs:** **Implementation Specialist(s) (100%):** 4 Implementation Specialists to support core content teachers and Stewart principal job-embedded professional development at $64,911/yr. each x 4 **Benefits Cost:** **Social Security:** 7.65% x total personnel cost, **Worker's compensation:** 1% x total personnel cost, **Teachers Retirement System (TRS) contribution:** 7.8% of total personnel cost, **Unemployment:** $22 x 4 full-time employees in Year 2-4 **Supplies and Materials:** **Desktop computers/keyboard/monitor/Mouse for Implementation Specialists:** $1,038/each x 4 employees, **Office Supplies:** Estimated $1,500// yr. Implementation Specialists will work directly with teachers to implement effective instructional practices. They will deliver job-embedded professional development which will improve the instructional program.

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2.	Improve early learning in pre-kindergarten classrooms. The Stewart TTIPS project design is proposing to hire an Early Childhood Implementation Specialist (ECIS) to work exclusively with Early Childhood Education pre-k teachers. Currently, SAISD's implementation specialists provide support only to k-5 teachers. An ECIS will provide job-embedded professional development to pre-k teachers to support the implementation of the Pre-k Balanced Literacy Initiative described in Schedule #13 – Part 3. To reiterate, SAISD's goal is for all students to read at or above grade level by the end of the 3rd grade to bridge the achievement gap in all subjects. The TTIPS-funded ECIS will accelerate the accomplishment of this goal at Stewart. The District will provide the ECIS with intensive training in each of the components of balanced literacy to better prepare them to provide job-embedded support to teachers. The ECIS will help teachers focus on kindergarten readiness instruction so that Stewart's students meet developmentally appropriate milestones and are prepared to enter kindergarten.	**Payroll Costs:** **Early Childhood Implementation Specialist (100%):** 1 Early Childhood Implementation Specialist to support balanced literacy and job-embedded professional development for pre-k teachers at $64,911/yr. each x 1 **Benefits Costs:** **Social Security:** 7.65% x total personnel cost, **Worker's compensation:** 1% x total personnel cost, **Teachers Retirement System (TRS) contribution:** 7.8% of total personnel cost, **Unemployment:** $22 x 1 full-time employee in Year 2-4 **Supplies and Materials:** Desktop computers/keyboard/monitor/Mouse for Implementation **Specialists:** $1,038/each x 1 employee, **Office Supplies:** Estimated $1,500// yr. The Early Childhood Implementation Specialist will provide job-embedded to pre-kindergarten teachers which will help improve kindergarten readiness.
3.	Create a 21st Century Learning Environment by equipping teachers with the most advanced instructional technology and flexible furniture. Stewart's classrooms will adapt and rapidly switch between individual and groups, presentation, communication and collaborative modes. This will provide Stewart teachers with the resources needed to improve high-quality Core Instruction (Tier 1) instruction. Students can be grouped or mixed according to content mastery. Teachers can decide to work with struggling students as a group or encourage students who have shown a mastery of content to help fellow students. This environment will inspire students to become self-directed learners and build leadership, responsibility, as well as social and cultural-awareness.	**Supplies and Materials:** **Purchase flex furniture needed to create a collaborative learning environment:** $39,690, **purchase technology needed to create a 21st Learning Environment (SMART Boards, and tablets) :** $539,847 The 21st Century grant will improve instruction by giving teachers the flexibility to tailor their classroom to student needs and daily instruction. Also, it will support technology integration in the classroom.
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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015907   Amendment # (for amendments only):

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

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

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

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Teacher Quality*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	Develop and incentivized placement program to retain high-quality teachers and attract new teachers to work at Stewart. Teachers who have shown increased student achievement will be eligible to receive up to $15,000 to continue their employment at Stewart. The incentivized placement program will require teachers to work longer hours or to take on crucial positions on the campus such as grade-level chair, staff the extended – day program, etc. The goal of this intervention is to drastically change the perceptions of working in a low-performing, challenging, inner-city campus. The proposed incentivized placement will become a place where teachers know they are going to be supported and their exceptional efforts will be recognized and rewarded.	**Payroll Costs:** **Incentivized Placement System to reward, retain, and attract high-quality teachers to Stewart Elementary and to take on additional responsibilities:** $15,000/yr. each x 34 teachers/year The incentivized placement program will increase teacher quality by identifying high-quality teachers and providing the resources to retain and attract them.
2.	Provide job-embedded professional development delivered by TTIPS-funded Implementation Specialists. Job-embedded professional development provides the benefit of being tailored to each teacher's individual performance objectives and structures each professional development session to address those objectives. As described in the Schedule #12 – Part 4, teachers at Stewart represent a wide-degree of years of experience. Accordingly, each teacher has their own unique needs regarding instruction such as classroom management, lesson planning, etc. The TTIPS-funded Implementation Specialists will work with them throughout the year to address deficiencies and, eventually, raise	**Payroll Costs:** **Implementation Specialist(s) (100%):** 4 Implementation Specialists to support core content teachers and Stewart principal job-embedded professional development at $64,911/yr. each x 4 **Benefits Costs:** **Social Security**: 7.65% x total personnel cost, **Worker's compensation:** 1% x total personnel cost, **Teachers Retirement System (TRS) contribution**: 7.8% of total personnel cost, **Unemployment:** $22 x 4 full-time employees in Year 2-4

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the level of teacher quality on campus.	**Supplies and Materials:** **Desktop computers/keyboard/monitor/Mouse for Implementation** **Specialists:** $1,038/each x 4 employees, **Office Supplies:** Estimated $1,500// yr. Implementation Specialists will work directly with teachers to implement effective instructional practices. They will deliver job-embedded professional development which will increase teacher content knowledge and increase teacher quality.
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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015907 | Amendment # (for amendments only):

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

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

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

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Leadership Effectiveness*
Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
Provide the Stewart principal with operational flexibility in the areas of staffing and compensation. 1. Currently, Stewart ability to reward, attract, and retain excellent teachers is limited by their inability to provide financial incentives for teachers to work at Stewart. The problem is exacerbated due surrounding, competing school districts who can offer higher salaries. For example, there is a nearly $5,000 gap between the average salary for SAISD teachers ($52,599) vs. teachers at the highest-paying public school district in San Antonio (Alamo Heights ISD, $57,170), and the financial incentive for SAISD teachers to stay dwindles as their years of experience increase. This situation further undermines efforts to recruit and retain the experienced, high-quality teachers needed to see gains in the academic performance and growth mindset of high- need students. The TTIPS project will provide the funding needed to provide an incentivized placement system where teachers will be eligible for up to an additional $15,000 to work at Stewart. The incentivized placement system will build the principal's capacity to improve student performance by identifying, developing, rewarding and elevating the role of high-quality teachers at Stewart.	**Payroll Costs:** **Incentivized Placement System to reward, retain, and attract high-quality teachers to Stewart Elementary and to take on additional responsibilities:** $15,000/yr. each x 34 teachers/year The incentivized placement program will provide the principal with the resources needed to reward high-quality teachers who are making an impact on student achievement. It will increase the principal's leadership effectiveness by giving them the resources needed to attract and retain teachers.

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2.	Empower teachers to be leaders on campus by designing an Incentivized Placement system which requires teachers to take on additional responsibilities. Research from the University of Minnesota shows that "effective leadership from all sources – principals, influential teachers, staff teams and others – is associated with better student performance on math and reading tests." To this end, Stewart's proposed incentivized placement system will require teachers to serve in a campus leadership role in order to be eligible for an additional $15,000 stipend. Campus leadership roles include but are not limited to serving as department chairs, staffing the extended – day program, and working during the summer enrichment program. The incentivized placement system is a sharp departure from the traditional strategy of using "extra-duty" pay to financially incentivize teachers to take on additional responsibilities. Whereas the extra-duty system was disjointed and often had the same few teachers taking on the responsibilities; the incentivized placement system will share responsibilities among all teachers on the campus. The benefit of this is that teachers will be able to apply their individual interests to activities which benefit the students the most.	**Payroll Costs:** **Incentivized Placement System to reward, retain, and attract high-quality teachers to Stewart Elementary and to take on additional responsibilities:** $15,000/yr. each x 34 teachers/year The incentivized placement program empower teachers to take on campus leadership roles. TTIPS funds will allow teachers to apply their interests to the campus and better serve students.		
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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015907   Amendment # (for amendments only):

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

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

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Use of Quality Data to Inform Instruction*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	Support campus data collection, aggregation, and dissemination to campus principals and teachers. Stewart's TTIPS project will hire an Educational Systems Analyst who will observe, interview, and collaborate with teachers with the goal of understanding the data needed to support high quality classroom instruction. The analyst will implement statistical analysis to evaluate the impact of new curricula, professional development, and other interventions on student and teacher learning as well as classroom teacher practices. The additional data support is crucial to increasing teachers' ability to provided targeted instruction to students. Teachers need to know what data to look and more importantly, why it is important? The Analyst will have readily available campus and classroom – level data that teachers can review and act upon to provide targeted instruction.	**Payroll Costs:** **Educational System Analyst (100%):** 1 Educational System Analyst to support campus data collection, aggregation, and dissemination to campus principals and teachers at $62,240/yr. each x 1 **Benefits Costs:** **Social Security:** 7.65% x total personnel cost, **Worker's compensation:** 1% x total personnel cost, **Teachers Retirement System (TRS) contribution:** 7.8% of total personnel cost, **Unemployment:** $22 x 1 full-time employee in Year 2-4 **Supplies and Materials:** **Laptop and accessories for Educational System Analyst:** $1,038/each x 1 employees, **Office Supplies:** Estimated $1,500// yr. The Educational Systems Analyst will Increase Use of Quality Data to Inform Instruction by providing updates on student data and helping teachers understand their campus data. They help teachers understand what data is most important to improving their classroom instruction.
2.	Deliver professional development to teachers on data analysis to drive instruction. The professional development will be delivered in two complementary steps. The first step will emphasize campus-level data and will establish expectations for the collection, reporting, and use of data. It will provide a model for "Stewart Data Digs" by sharing the	**Professional and Contracted Services:** **Contract with local Education Service Center to offer training on data analysis to drive instruction** at $2,000 per day x 2 days (Summer & Spring Workshop).

	district and school level data that will be used to improve student achievement. The second step will have teachers turn their attention to their own classroom- level data.	The professional development will Increase Use of Quality Data to Inform Instruction by providing teachers with a baseline of understanding data integration and then furthering their understanding with follow-up training.	
3.	Create a new Digital Data Room which will consist of an interactive display with a dedicated micro desktop computer and ten laptop computers. The SMART Learning Suite included with the interactive display along with other applications will provide the ability to digitize student data which will enhance the manipulation, presentation and sharing of information. Also, the combination of the interactive board and Microsoft Power BI will enable teachers to visualize connections between various data points without the need to create complex pivot tables or graphs. The data room will emphasize the importance of teachers having ownership of their own student data. The student data will be aggregated by teachers into shared documents using Office 365 for district assessments or Google Docs for campus Common Formative assessments.	**Supplies and Materials:** **SMART Board Interactive Display Stand:** $6,679 x 1, **Micro Desktop Computer:** $936 x 1, **Digital Data Room Laptops:** $1,254 x 10 The Digital Data Room will Increase Use of Quality Data to Inform Instruction by providing real-time data to teachers. The campus can spend more time actually analyzing data instead of compiling it which is common with more traditional data rooms. The room will help teachers define student risk factors so that students who are struggling are quickly identified and provided with the appropriate support.	
4.			
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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015907   Amendment # (for amendments only):

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

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

- List the <u>key interventions</u> the campus will implement to *increase learning time* in order to achieve increased academic performance.
- Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to *increase 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. Offer an extended-day program which is structured and aligned to the regular school day. Currently, an afterschool program is offered through a partnership with the City of San Antonio but the limited funding prevents SAISD from having the staff needed to create a seamless alignment between the regular school day and afterschool activities. TTIPS funding will be used to hire an Extended Day Site Coordinator who will be vital to maximizing the effectiveness of the afterschool program.	**Payroll Costs:** **Site Coordinator (100%):** 1 Site Coordinator to align extended-day program activities with the regular school day at $58,960/yr. each x 1 **Benefits Costs:** **Social Security:** 7.65% x total personnel cost, **Worker's compensation:** 1% x total personnel cost, **Teachers Retirement System (TRS) contribution:** 7.8% of total personnel cost, **Unemployment:** $22 x 1 full-time employee in Year 2-4 **Supplies and Materials:** **Laptop and accessories for Site Coordinator:** $1,254/each x 1 employee, **Office Supplies:** Estimated $1,500// /yr., **Educational Curriculum and Supplies:** $39,000. The Site Coordinator will support Increased Learning Time by participating during campus planning and data review to ensure that each student participating in the extended-day program receives the support they need. Stewart's extended-day program will cater to each student's needs and help them make greater academic gains.

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		Payroll Costs:
	Implement a summer enrichment program for 6 weeks during the summer months. TTIPS – funded summer programming will focus on academic enrichment and acceleration for all students. The summer programming will reduce the "brain drain" which often occurs in students over the summer months and requires students to "catch-up" at the beginning of the school year. According to the Rand Corporation in a study of summer learning programs, "… summer learning loss disproportionately affects low-income students. Low-income students lose substantial ground in reading during the summer, while their higher-income peers often gain." Stewart's 95% economically disadvantaged student population is precisely the demographic that can benefit from a rigorous summer learning program. The learning which takes place over summer will lead to achievement gains and help Stewart exit IR status by the end of the grant period. The TTIPS-funded Site Coordinator coordinate the summer enrichment program.	**Site Coordinator (100%):** 1 Site Coordinator to align extended-day program activities with the regular school day at $58,960/yr. each x 1 **Benefits Costs:** **Social Security:** 7.65% x total personnel cost, **Worker's compensation:** 1% x total personnel cost, **Teachers Retirement System (TRS) contribution:** 7.8% of total personnel cost, **Unemployment:** $22 x 1 full-time employee in Year 2-4 **Supplies and Materials:** **Laptop and accessories for Site Coordinator:** $1,254/each x 1 employee, **Office Supplies:** Estimated $1,500// yr., **Educational Curriculum and Supplies:** $39,000. The Site Coordinator will support Increased Learning Time by coordinating the summer enrichment program with campus staff.
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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015907 | Amendment # (for amendments only):

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

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

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

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Parent/Community Engagement*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	Implement Academic Parent Teacher Team (APTT) Meetings - APTT very clearly demonstrates that family-school-community partnerships with a central focus on advancing student learning can have a powerful impact. Participants gain expertise in: • Using family engagement as an instructional strategy • Implementing a systemic approach to family engagement focused on student academic goals • Using the essential elements of the APTT system • Developing foundational grade-level skills for parent meetings • Effectively sharing data with families to establish academic goals • Developing tools and strategies for measuring and evaluating system effectiveness • Enlisting parents as classroom leaders • Creating effective classroom networks focused on student success A TTIPS –funded Family Engagement Specialist will coordinate the implementation of this intervention.	**Payroll Costs:** **Family Engagement Specialist (100%):** 1 Family Engagement Specialist to coordinate the APTT Meetings at $58,960/yr. each x 1 **Benefits Costs:** **Social Security:** 7.65% x total personnel cost, **Worker's compensation:** 1% x total personnel cost, **Teachers Retirement System (TRS) contribution:** 7.8% of total personnel cost, **Unemployment:** $22 x 1 full-time employee in Year 2-4 **Supplies and Materials:** **Laptop and accessories for Family Engagement Specialist:** $1,254/each x 1 employees, **Office Supplies:** Estimated $1,500// yr. **Professional and Contracted Services:** **Contract with non-profit to offer training and coaching on APTT Meetings:** $12,000 to provide training sessions at Stewart Elementary for up to 40 participants, **Training & Evaluation:** $8,000 to purchase evaluation materials and training services from non-profit organization. The Family Engagement Specialist will support Increased Parent Community Engagement by coordinating the Academic Parent Teacher Team Meetings. The meetings will go above and beyond the traditional meetings typically offered on campuses by providing a structured program with clear goals and markers of success.

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2.	Establish the Parent Teacher Home Visit Project (PTHVP) -PTHVP increases student and school success by building and sustaining a national network of partners who effectively implement and advance our relationship-based home-visit model of family and teacher engagement in public schools across the United States. The increased communication, trust and support between families and teachers via home visits result in: • Increased student attendance rates. • Increased student test scores. • Decreased suspension and expulsion rates. • Decreased vandalism at school site. A TTIPS –funded Family Engagement Specialist will coordinate the implementation of this intervention.	**Payroll Costs:** **Family Engagement Specialist (100%):** 1 Family Engagement Specialist to coordinate the PTHVP at $58,960/yr. each x 1 **Benefits Costs:** **Social Security:** 7.65% x total personnel cost, **Worker's compensation:** 1% x total personnel cost, **Teachers Retirement System (TRS) contribution:** 7.8% of total personnel cost, **Unemployment:** $22 x 1 full-time employee in Year 2-4 **Supplies and Materials:** **Laptop and accessories for Family Engagement Specialist:** $1,254/each x 1 employees, **Office Supplies:** Estimated $1,500// yr. **Professional and Contracted Services:** **Contract with non-profit to offer training and coaching on PTHVP:** $7,500 to provide training sessions at Stewart Elementary for up to 60 participants, **Training & Evaluation:** $3,500 are requested to purchase evaluation materials and training services from The Parent Teacher Home Visit Project. The Family Engagement Specialist will support Increased Parent Community Engagement by establishing the Teacher Home Visit Project. The project will really instill the sense of learning at home and help parent understand their crucial role in helping with the education of their children.
3.	Provide the Families and Schools Together (FAST) Program - FAST provides a systemic approach to assisting families in improving their parenting skills, family bonding and parental engagement in their child's life-long education process which enables parents of children/youth at-risk for school failure to develop the parent engagement skills to provide the required assistance to enable their children to avoid community risk factors and graduate from high-school. The FAST program consistently demonstrates the following project impacts: • Increased levels of social capital among participant families. • Increase parental social support leading to a decrease in child abuse. • Improvement in parent-child bonding. • Decreased Family Conflicts. • Decrease child behavior problems. • Improvement in the Parent's engagement in their child's education. • Improvements in the child's behavior in school.	**Payroll Costs:** **Family Engagement Specialist (100%):** 1 Family Engagement Specialist to coordinate the FAST program at $58,960/yr. each x 1 **Benefits Costs:** **Social Security:** 7.65% x total personnel cost, **Worker's compensation:** 1% x total personnel cost, **Teachers Retirement System (TRS) contribution:** 7.8% of total personnel cost, **Unemployment:** $22 x 1 full-time employee in Year 2-4 **Supplies and Materials:** **Laptop and accessories for Family Engagement Specialist:** $1,254/each x 1 employees, **Office Supplies:** Estimated $1,500// yr. **Professional and Contracted Services:** **Contract with Families and Schools Together, Inc., a non-profit organization, to have a FAST Certified trainer provide training to Stewart families on engagement and empowerment skills:** $9,380. The Family Engagement Specialist will support Increased Parent Community

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	A TTIPS –funded Family Engagement Specialist will coordinate the implementation of this intervention.	Engagement by providing the Families and Schools Together program. The program will target at-risk students at Stewart and help parents provide support for these students.
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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015907 | Amendment # (for amendments only):

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

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

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

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

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Improve School Climate*

Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1. Create a 21st Century Learning Environment by equipping teachers with the most advanced instructional technology and flexible furniture. Stewart's classrooms will adapt and rapidly switch between individual and groups, presentation, communication and collaborative modes. This will provide Stewart teachers with the resources needed to improve high-quality Core Instruction (Tier 1) instruction. Students can be grouped or mixed according to content mastery. Teachers can decide to work with struggling students as a group or encourage students who have shown a mastery of content to help fellow students. This environment will inspire students to become self-directed learners and build leadership, responsibility, as well as social and cultural-awareness.	**Supplies and Materials:** Purchase flex furniture needed to create a collaborative learning environment: $39,690, purchase technology needed to create a 21st Learning Environment (SMART Boards, and tablets) : $539,847

The 21st Century grant will improve the school climate by creating an environment that is more engaging and conducive to their learning |
| 2. Connect students and their families to social support systems by contracting with Communities and Schools (CIS). Two CIS Site Coordinator will help families access and navigate the maze of public and private services to help remove obstacles to a student's learning. Often times a student needs support beyond the classroom and the site coordinators are there to meet with students and understand their needs. | **Professional and Contracted Services:** Contract with Communities in Schools to provide two Site Coordinators at Stewart: $65,000/ yr. x 4 years per site coordinator.

The Communities in Schools Site Coordinators support an improved school climate by helping students connect with social services. Students often do not know services are offered which can help them address absenteeism, health issues, or other obstacles to their learning. |
| 3. | |

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Texas Education Agency

Standard Application System (SAS)

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	Schedule #18—Equitable Access and Participation			
County-District Number or Vendor ID: 015907		Amendment number (for amendments only):		

No Barriers

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

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: 015907		Amendment number (for amendments only):	

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

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

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: 015907	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 015907		Amendment number (for amendments only):		

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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County-District Number or Vendor ID: 015907		Amendment number (for amendments only):		

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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County-District Number or Vendor ID: 015907	Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

County-District Number or Vendor ID: 015907	Amendment number (for amendments only):

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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