Texas Education Agency
Standard Application System (SAS)

2014–2017 Texas Title I Priority Schools, Cycle 3

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:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	Place date stamp here
Submittal information:	**Six** complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 North Congress Ave, Austin TX 78701-1494	Received Texas Education Agency 2014 MAY 20 PM 2:26 Document Control Center
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1
Ignite Public Schools and Community Service Centers Inc.	74-6033663	4701 South Sugar Road, Suite D

Mailing address line 2	City	State	ZIP Code
	Edinburg	TX	78539

County-District #	Campus number and name	ESC Region #	US Congressional District #	DUNS #
108801	Ignite Public Schools & Community Service Centers-Rio Grande City **108801-006**	Region 01	28	781036835

Primary Contact

First name	M.I.	Last name	Title
Sandra		Cavazos	Grants/Compliance
Telephone #	Email address		FAX #
956-393-2227 ext. 79250	scavazos@ignitepublicschools.org		956-292-0371

Secondary Contact

First name	M.I.	Last name	Title
Fernando		Gomez	CEO/Superintendent
Telephone #	Email address		FAX #
956-393-2227	fgomez@ignitepublicschools.org		956-292-0371

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
Fernando		Gomez	CEO/Superintendent
Telephone #	Email address		FAX #
956-393-2227	fgomez@ignitepublicschools.org		956-292-0371

Signature (blue ink preferred) — Date signed

Fernando Gomez — May 19, 2014

Only the legally responsible party may sign this application

Schedule #1—General Information	
County-district number or vendor ID: **108801-006**	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)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: **108801-006**	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.		
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: **108801-006**	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 assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
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 LEA provides assurance that it will meet the following federal requirements: A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	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.
5.	If the LEA/campus selects to implement the **turnaround model**, the campus **must** implement the following federal requirements. A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. C. 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; D. 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;

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: **108801-006** | Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	E. 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; F. 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; G. 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; H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and I. Provide appropriate social-emotional and community-oriented services and supports for students.
6.	If the LEA/campus selects to implement the school **closure model**, the campus **must** implement the following requirement. A. 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. B. A grant for school closure is a one-year grant without the possibility of continued funding.
7.	If the LEA/campus selects to implement the **restart model**, the campus **must** implement the following federal requirements. A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. 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. B. Enroll, within the grades it serves, any former student who wishes to attend the school.
8.	If the LEA/campus selects to implement the **transformation model**, the campus **must** implement 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-- 1. 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 2. 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.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: **108801-006** | Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
8.	2. 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. Increasing learning time and creating community-oriented schools. (A) Establish schedules and strategies that provide increased learning time; and (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 (B) 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 EMO).
9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	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.
11.	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.
12.	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.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: **108801-006**	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework **and** dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

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Schedule #4—Request for Amendment

County-district number or vendor ID: **108801-006**	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" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources 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

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	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/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: **108801-006** | Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of 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: **108801-006**	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.

The Ignite Campus is requesting funds to implement a Texas Title I Priority Schools Grant, Cycle 3 and use those funds will to carry out the **transformational model** at the campus through **Project Transformation. Project Transformation** is a pilot initiative designed to accelerate improvements in student achievement, create an aligned instructional system, increase capacity among teachers to become more effective, help principals to become effective instructional leaders, create a strong district-level support system, and increase the involvement of parents and community partners. The new accountability system has placed greater demands on the Campus to prepare its students for the new rigorous curriculum and testing requirements. Through **Project Transformation,** the Campus will support student learning and increase academic competencies by addressing each of the **Critical Success Factors (CSF)** stated in the intervention model requirements. According to the data gathered through the comprehensive needs assessment process, the Campus has determined that the areas of greatest need include enhancing the current instructional delivery methods to support student learning in Texas Essential Knowledge & Skills (TEKS) curricula in core foundation subjects and STEM fields including English Language Arts, science, mathematics, and technology/computer science, increase the student attendance rates and finally create a school going culture for the highly mobile at-risk student population at the Campus. Current Campus demographics reveal a student population of 91.7% economically disadvantaged, % Limited English Proficient and 92.3% at-risk highly mobile. Research has shown that students come to school with a range of capacities and challenges and the importance of understanding how each student conceives knowledge (Stephen D. Brookfield, The Skillful Teacher (2006). To this end, the campus recognizes that learning is a partnership between the teacher and the student where the student is in control of his or her success. **Project Transformation** will focus on building strong partnerships between teachers and students to deliver a more integrated approach to learning that meets the individual learning styles of the students, builds on the individual capacities of each student and is relevant to the technological demands of the 21st century. **Project Transformation** will address comprehensive instructional reform strategies that: 1) 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; 2) promotes the continuous use of student data that is formative, interim, and summative to inform and differentiate instruction; 3) establish systems and strategies that provide increased learning time; 4) provides innovative opportunities for family and community engagement; 5) form community partnerships to meet non-academic needs that support academic development by coordinating and aligning programs and outcomes with classroom learning; and 6) create a campus culture of operational flexibility and sustained District support that includes staffing, calendars/time, and budgeting that fully promotes a comprehensive approach to substantially improve student achievement outcomes and increase daily attendance and high school graduation rates. To **Improve Academic Performance, Project Transformation** will focus on establishing a school that prepares students to succeed in the 21st century. Central to this accomplishment, the campus will focus on the following key elements of 21st century learning: 1) **Core Content** curriculum improvements that expand the focus beyond "basic competency" that integrates life relevant project based learning aligned to the core academic content at much higher levels. 2) **Learning Skills** that meet the demands of the 21st century, students will learn more than core subject content by participating in project based learning that integrates certification programs with an applied internship program that will challenge students to use their knowledge and skills-by thinking critically, applying knowledge to new situations, analyzing information, comprehending new ideas, communicating, collaborating, solving problems, and making decisions. 3) **Tools** that will allow both teachers and students to recognize that technology is, and will continue to be, a driving force in workplaces, communities, and personal lives in the 21st century and beyond. These technology tools will emphasize the importance of incorporating information and communication into education from the elementary grades up. 4) **Life Relevant Context** where student experiences are relevant to their lives, connected with the world beyond the classroom, and based on authentic projects that are central to the sort of education required for learning in the information age. 5) **Rigorous Content** for instruction that is both rigorous and meaningful. This instruction will engage students that are prepared for college and careers with skills that help them practice higher-order thinking skills, analyze, weigh evidence, recognize bias (their own and others'), distinguish fact from opinion, work collaboratively with others, and communicate effectively. And finally, **Assessment Practices** that provide immediate feedback on overall student progress that measures academic as well as non-academic achievements. Essential to the attainment of the aforementioned, is the **Increase Use of Quality Data to Inform Instruction. Project Transformation** will provide continuous training and guidance in the use of external data and measurements tools that encourage Campus

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: **108801-006**	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.

Administrators and teaching staff to use student data systems for decision making. The competencies will include finding the relevant pieces of data in the data system or display available to them (*data location*), understanding the data (*data comprehension*), figuring out the data (*data interpretation*), selecting the instructional approach that addresses the situation identified through the data (*instructional decision making*), and finally, framing instructionally relevant questions (*question the data*). **Leadership Effectiveness** is vital to the success of **transformation**; therefore the Campus Administration will address leadership behaviors by focusing on self-improvement. Leadership Mentors will help the administrator with strategies and self-monitoring practices that continuously focus on the job responsibilities, staff empowerment, initiative and creating campus culture norms, values, practices and organizational systems that encourages leadership across the ranks and provides appreciation for appropriate behaviors. The use of instructional coaches will be utilized by **Project Transformation** to **Increase the Learning Time.** The instructional coaches will help teachers with bell-to-tell instruction that is rigorous, well planned and meaningful. Coaches will help teachers identify weakness in the lesson plans; provide continuous feedback to improve the time spent on the curriculum and instructional quality during that time. Additionally, the increase learning time design will target learning and achievement by enhancing the opportunities for enrichment outside of school by using an extended-time model that broadens and deepens the curriculum to address the learning needs of individual students, by incorporating opportunities that enrich students' educational experiences through mini internships alongside career-focused learning programs. Overall Campus transformation will require the **Increase Parent / Community Engagement. Project Transformation** will develop effective policies that promote family engagement as a strategy to achieve student success. Strategies will include a variety of innovative ideas to create pathways for families to promote the cognitive, social-emotional, and healthy development of children from cradle to career. To accomplish this, the project will recruit community partners that share the vision of in family and community engagement, which that will impact positive school improvement and student success. Family and community engagement activities will be systemic and integrated across all project goals. Specific strategies include opportunities that build relationships with families, support family well-being; support strong relationships between parents and their children; and nurturing ongoing learning and development for both parents and children. Overall Campus transformation will require the **Increase Parent / Community Engagement. Project Transformation** will develop effective policies that promote family engagement as a strategy to achieve student success. Strategies will include a variety of innovative ideas to create pathways for families to promote the cognitive, social-emotional, and healthy development of their children from cradle to career. To accomplish this, the project will recruit community partners that share the Campus vision of family and community engagement that will have positive impact school improvement and student success. Family and community engagement activities will be systemic and integrated across all project goals to include opportunities that build relationships with families, support family well-being; support strong relationships between parents and their children; and nurture ongoing learning and development for both parents and children. **Project Transformation** is committed to **Improve School Climate** at the Campus. Paramount, to this objective, is to recognize that teachers and staff morale is an important factor to ensure that students receive the best possible education at all times. Teacher morale impacts directly on delivery of lessons, teacher effectiveness and leadership, student attitudes, behavior and discipline, as well as student performance. Creating a positive school climate is an added factor that will help the campus focus on providing a well-rounded educational program in which teachers and students are willing participants. Strategies that will be implemented to meet this objective include providing strong leadership, coupled with clear guidelines, expectations, consequences and ongoing support. Additionally teachers will have an opportunity provide feedback on the development of a rigorous, transparent, and equitable evaluation system, professional development opportunities and the design and implementation of the core content curriculum. **Project Transformation** proposes to **Increase Teacher Quality** to ensure that each classroom has the most effective and qualified teacher. This high quality teacher will have a positive effect on student learning and development through a combination of content mastery, command of a broad set of pedagogic skills, and communications/interpersonal skills. To meet this objective the Campus will adopt an aggressive program that integrates an instructional delivery program that improves a teacher's knowledge in one or more of the subjects they teach, increase the teacher's skill set in methods for improving student behavior, and/or learn how to teach a student population that is highly at-risk and mobile. To ensure increasing the quality of teachers at the Campus Project Transformation proposes to incorporate strategies for recruitment and retention, support through instructional coaching and mentoring, incentives, completive pay, safe surroundings, and learning communities where teachers can grow and learn collaboratively.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: **108801-006**	Amendment # (for amendments only):
Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	
Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	Fund code: 276

Budget Summary

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	$947,500	$111,575	$1,059,075	$0
Schedule #8	Professional and Contracted Services (6200)	6200	$818,000	$	$	$6,000
Schedule #9	Supplies and Materials (6300)	6300	$237,000	$	$	$
Schedule #10	Other Operating Costs (6400)	6400	$189,000	$	$	$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$40,000	$	$	$
	Total direct costs:		$2,231,500	$111,575	$2343,075	$
	Percentage% indirect costs (see note):		N/A	$0	$0	$
	Grand total of budgeted costs (add all entries in each column):		**$2,231,500**	**$111,575**	***$2,343,075**	$6,000

Administrative Cost Calculation

Enter the total grant amount requested:	$2231,500
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:	$111,575

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.

Annual Budget Breakdown

Year 1	Year 2	Year 3	3-Year Total Budget Request
$906,741	**$718,167**	**$718,167**	***$2,343,075**

Note: No more than $2,000,000 per year may be requested. *Total Budget Request above must match.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: **108801-006** | Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre-Award
Academic/Instructional					
1	Teacher (35,000 x 2)x3yrs	2		$210,000	$0
2	Educational aide			$	$
3	Tutor			$	$
Program Management and Administration					
4	Project director- (DCSI) 65,000 x 3 @33%	1		$65,000	$0
5	Project coordinator (TTIPS Coordinator $45,000 x3 @20%	1		$22,500	$0
6	Teacher facilitator-(Business/Internship Facilitator-35,000x3yrs.)	1		$105,000	$0
7	Teacher supervisor			$	$
8	Secretary/administrative assistant			$	$
9	Data entry clerk			$	$
10	Grant accountant/bookkeeper			$	$
11	Evaluator/evaluation specialist			$	$
Auxiliary					
12	Counselor ($35,000x3yrs.)	1		$105,000	$0
13	Social worker			$	$
14	Community liaison/parent coordinator ($40,000x3yrs.)	1		$120,000	$0
Other Employee Positions					
21	Title			$	$
22	Title			$	$
23	Title			$	$
24	Subtotal employee costs:			$627,500	$0
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112 Substitute pay ($2,000 X 3 years)			$6,000	$0
26	6119 Professional staff extra-duty pay ($20,000 X 3 years)			$60,000	$0
27	6121 Support staff extra-duty pay ($3,000 X 3 years)			$9,000	$0
28	6140 Employee benefits			$45,000	$0
29	61XX Tuition remission (IHEs only)			$200,00	$0
30	Subtotal substitute, extra-duty, benefits costs			**$320,000**	$0
31	**3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$947,500**	$0

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: **108801-006** | 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.

	Expense Item Description	Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Lease space for certification programs, business incubators, & internship programs	$95,000	$0
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$0	$0
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	**$95,000**	**$0**

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1	ESC Staff Development	☐	$6,000	$0
2	TTIPS Mandatory Training/Workshops/Conference	☐	$18,000	$6,000
3	Campus Parental Engagement Location Rental	☐	$9,000	$0
4	Parental Engagement Facilitator	☐	$9,000	$0
5	Parental Engagement Facilitator	☐	$9,000	$0
6	Parental Engagement Facilitator	☐	$9,000	$0
7	Staff Development (Classroom Management)	☐	$9,500	$0
8	Staff Development (PLC)	☐	$9,999	$0
9		☐	$9,999	$0
10		☐	$	$0
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$77,000	$0

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

Specify topic/purpose/service: **Teacher Quality, Family & Community Engagement** ☐ Yes, this is a subgrant

Describe topic/purpose/service: Provide Staff and Parent Training Workshop/Retreats w/Llano Grande

1	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs: 15,000	# of positions: 5	$15,000	$0
	Contractor's subgrants, subcontracts, subcontracted services		$	$0
	Contractor's supplies and materials		$3,000	$0
	Contractor's other operating costs		$6,000	$0
	Contractor's capital outlay (allowable for subgrants only)		$	$0
	Total budget:		$24,000	$0

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: **108801-006** | Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

2	Specify topic/purpose/service: **Improve Academic Performance**		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Student Engagement Activities/leadership development			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$12,000	$0
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$12,000	$0
3	Specify topic/purpose/service: **Increase Academic Performance**		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: **Increase Daily Attendance Reduce Dropout Rates(Certifications & Program Internships)**			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$360,000	$0
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$360,000	$0
4	Specify topic/purpose/service: Leadership Effectives		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: TTIPS Mandatory Training/Workshops/Conference			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$	$
5	Specify topic/purpose/service: Leadership Effectiveness		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Leadership Mentoring			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:25,000	# of positions: 1	$25,000	$0
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$25,000	$0

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: **108801-006** | Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

6	Specify topic/purpose/service: **Teacher Quality**		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: **Coaching and Mentoring**			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:$25,000	# of positions: 1	$25,000	$0
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$25,000	$0
7	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$	$
8	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$	$
	c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$446,000	$0
	a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		$95,000	$0
	b. Subtotal of professional services, contracted services, or subgrants less than $10,000:		$77,000	$6,000
	c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$446,000	$0
	d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		$200,000	$0
	(Sum of lines a, b, c, and d) 3-Year Grand total		**$818,000**	$6,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: **108801-006** | Amendment number (for amendments only):

Expense Item Description

	Technology Hardware—Not Capitalized						
	#	**Type**	**Purpose**	**Quantity**	**Unit Cost**	**Grant Amount Budgeted**	**Pre-Award**
6399	1	Tablet/E-reader	Bridge technology gap & increase use of digital technology for students	120	$315.00	$37,000	$0
	2				$		
	3				$		
	4				$		
	5				$		
6399	Technology software—Not capitalized					$0	$0
6399	Supplies and materials associated with advisory council or committee					$0	$0
	Subtotal supplies and materials requiring specific approval:					$37,000	$0
	Remaining 6300—Supplies and materials that do not require specific approval:					$200,000	$0
	3-Year Grand total:					**$237,000**	$0

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: **108801-006** | Amendment number (for amendments only):

	Expense Item Description	Grant Amount Budgeted	Pre-Award
6411	Out-of-state travel for employees (includes registration fees) Specify purpose: Teacher Quality-Staff Development Conferences	$15,000	$0
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose: Leadership Development	$12,000	$0
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$0	$0
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	$0	$0
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose: Work shop/Conference for research on Transformation Models	$12,000	$0
6429	Actual losses that could have been covered by permissible insurance	$0	$0
6490	Indemnification compensation for loss or damage	$0	$0
6490	Advisory council/committee travel or other expenses	$0	$0
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$0	$0
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$0	$0
	Subtotal other operating costs requiring specific approval:	$39,000	$0
	Remaining 6400—Other operating costs that do not require specific approval:	$150,000	$0
	3-Year Grand total:	**$189,000**	$0

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: **108801-006** | Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	$
66XX/15XX—Technology hardware, capitalized					
2	Video Conferencing Unit	1	$30,000	$30,000	$0
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX/15XX—Technology software, capitalized					
12	Software for Video Conferencing Unit (Student Desktop Licenses	1	$10,000	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	$
			3-Year Grand total:	**$40,000**	$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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

County-district number or vendor ID: **108801-006** | Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: **168**

Category	Number	Percentage	Category	Percentage
African American	0	.0%	Attendance rate	85.6%
Hispanic	167	99.4%	Annual dropout rate (Gr 9-12)	19.1%
White	1	.6%	Annual graduation rate (Gr 9-12	24.6%
Asian	0	0%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	24%
Economically disadvantaged	154	91.7%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	31%
Limited English proficient (LEP)		0%	Students taking the ACT and/or SAT	0%
Disciplinary placements	0	0%	Average SAT score (number value, not a percentage)	0
			Average ACT score (number value, not a percentage)	0

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	0	0%
Hispanic	9	100%	Bachelor's degree	9	100%
White	0	%	Master's degree	0	0%
Asian	0	0%	Doctorate	0	0%
1-5 years exp	6	55%	Avg. salary, 1-5 years exp.	39,109.00	N/A
6-10 years exp.	2	16%	Avg. salary, 6-10 years exp.	41,609.00	N/A
11-20 years exp.	0	16%	Avg. salary, 11-20 years exp.	45,359.00	N/A
Over 20 years exp.	1	.08%	Avg. salary, over 20 years exp.	47,609.00	N/A

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

County-district number or vendor ID: **108801-006** | Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	10	3	5	0	3						42	36	40	29	168
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	10	3	5	0	3						42	36	40	29	168

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	1	1									7				9
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	1	1									7				9

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Schedule #13—Needs Assessment

County-district number or vendor ID: **108801-006**	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As a District, Ignite Public Schools believes that all programs, strategies and initiatives must be supported by needs identified through a needs assessment process. At Ignite, the process involves the use of both objective) and subjective information to identify and rank both district and campus needs. The district and campus staff is expected to engage in activities such as the identification of goals, identification of objectives, prioritization of objectives, assessment of actual status, determination of discrepancies, and prioritization of needs through root cause analysis.

On an annual basis, Ignite begins the process with the selection of a committee where participant representation is required from all organizational departments. Once the committee has been established, the needs assessment process can begin. All committee members are encouraged to focus on the attainment of a true picture by gathering and utilizing multiple sources of data. These multiple data sources include: direct observation, questionnaires/surveys, consultation with key personnel, review of relevant reports, financial records, assessment records and interviews.

Once the committee is in place and the data sources available the assessment process begins. The initial step is analysis that is data driven and includes a through reflection of demographics, student achievement, culture and climate, staff quality, recruitment/retention, curriculum needs, technology needs and finally family and community involvement. Through this analysis, the district/campus reviews the current situation and then evaluates it against the desired outcome. This analysis leads to the identification of any gaps needed for improvement. These gaps also help the district identify its needs, its purpose and the overall objectives. The next step includes the identification of priorities and the level of importance of those priorities. District/Campus staff must examine these priorities and their level of importance within the organizational goals, funding realities and any barriers to attainment. Next the District/Campus will focus on the root cause of the problem to determine possible solutions. The final step is to target the solutions, develop strategies for improvement, identify responsible parties for implementation and establish timelines. In summary, the systematic needs assessment process at Ignite reflects the following:

1. Perform a "gap" analysis to identify the current status and compare to the descried outcome
2. Identify priorities and level of importance
3. Identify the root causes of problems and/or opportunities
4. Identify possible solutions
5. Compare the consequences if the program is or is not implemented
6. Generate and communicate your recommendations for feedback
7. Develop an organizational plan that clearly identifies the strategies to address the identified needs

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: **108801-006** | Amendment # (for amendments only):

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

#	Identified Need	How Implemented Grant Program Would Address
1.	The Campus needs to enhance the current instructional delivery methods to support student learning in Texas Essential Knowledge & Skills (TEKS) curricula in core foundation subjects and STEM fields including English Language Arts, science, mathematics, and technology/computer science.	**Student Academic Performance**- integrate the curriculum with learning skills designed to meet the demands of the 21st century. Students will participate in project based learning that integrates certification programs with an applied internship program that challenges the use knowledge and skills-by thinking critically, applying knowledge to new situations, analyzing information, comprehending new ideas, communicating, collaborating, solving problems, and making decisions
2.	Increase the proficiency level of English Language learners.	**Student Academic Performance**-The integration of technology in the classroom will impact the curriculum. This impact will emphasize the integration of higher order thinking skills, authentic tasks, and mixed-ability groupings. Instead of students practicing discrete, isolated skills (such as spelling and punctuation done on worksheets), the curriculum would stress composition, comprehension, and applications of skills.
3.	Improve graduation rates by address daily attendance and dropout rates of the high school students enrolled at the Campus.	**Real World Experience**-Certification Programs along with internships and/or business incubator models will help the student engaged in learning. Enhance student engagement and productivity; teachers will create an active learning environment that engages and involves students in the learning process. The teachers will use a variety of activities to meet the learning styles of their students. This will help create a school going culture for the hardest to serve at-risk students
4.	Enhance student engagement through project based learning relevant to real world/life experiences. Increase opportunities designed to meet the current learning styles of today's students.	**College/Career Reading**- Students will have access to their teachers 24/7 through the use of innovative interactive tools that will provide students with engaging and meaningful learning experiences. This will help address the needs of the students who are most at risk of educational failure. Students will be in control of their educational needs and develop higher order thinking skills and function effectively in the world beyond the classroom.
5.	Improve the instructional delivery across the core content areas to impact student performance on the state assessments with an aligned curriculum.	**Improve teacher quality and student learning**-Improve teacher effectiveness that directly impacts instruction that is rigorous, well planned and meaningful. Help teachers identify weakness in lesson planning; provide continuous feedback to improve the time spent on the curriculum. Teaching will be extended to address the learning needs of individual students, by incorporating opportunities that enrich students' educational experiences through mini internships alongside career-focused learning programs.

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Schedule #14—Management Plan

County-district number or vendor ID: **108801-006** | Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	2 year minimum Mid-Level management with clear evidence of budgetary experience, knowledgeable in curriculum needs, state assessment requirements, special program and able to plan for professional development needs.
2.	Program Coordinator	2 year minimum experience in grant project management. Supervisory experience with a working knowledge of budgets.
3.	Instructional Coach	Minimum 5-year Experienced with verifiable evidence of school improvement. Knowledgeable in the TEKS curriculum and data disaggregation. Able to mentor and coach teachers to improve teaching quality and impact student performance.
4.		
5.		
6.		
7		
8.		
9.		
10		

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: **108801-006** | Amendment # (for amendments only):

Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At Ignite Public Schools, we are committed to preparing our students to succeed and excel in elementary, junior high, high school, and college. To accomplish this, Ignite recruits, screens, and monitors all external providers who come into the district assisting with initiatives designed to bring resources directly into our district and ultimately benefit our students. At Ignite Public Schools external providers offer a number of services, such as professional development for teachers and school leaders, the provision of wraparound services to address students' social, emotional and health needs, and the development of data systems to assess student performance and provide targeting interventions based on this performance. Screening, selection, and monitoring processes are critical to ensure providers' services align with districts' needs assessments and that these services are consistently high quality and meet targeted goals in a cost efficient manner.

It is the District expectation that external provides that wish to provide programs and services at the District and or Campus, participate in a rigorous selection process. The process begins when the external provider meets with the District Superintendent and the District expectations are discusses. The next step includes a discussion with the District Leadership Team that includes the Campus Administrator(s) who require the programs and or services. The following is the process that is used at Ignite to recruit, screen, select and monitor every external provider.

1). **Recruit External Providers**-Identify external providers whose mission and vision is aligned to the District and who offer a variety of school-improvement services to the District also need the district's needs;

2). **Screen External Providers**-Obtain information about external providers that may fit the Campus needs. Assess the quality of the provider to ensure their services are high-quality and cost-effective;

3) **Select External Providers**- Evaluate whether the provider has models that are aligned with the district's school improvement strategy. Determine whether the external provider has been successful in the past in similar types of districts/schools. Ensure that the external provider agrees to ambitious yet attainable performance benchmarks that are tailored to Ignite's needs and aligned with the district's school improvement strategies;

4). **Monitor External Providers**- Using agreed upon performance targets, assess whether the provider is meeting expectations towards reaching goals. Evaluate whether the providers' models continue to be aligned with district strategy. Monitor external providers to ensure that their services are high quality and move the district to meet its performance goals in a timely way.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: **108801-006** | Amendment # (for amendments only):

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

Ignite Public Schools has a small central office administration and therefore its District's Leadership Team is inclusive of Program/Project Coordinators and Campus Administrators. This District Leadership Team meets on a monthly basis to discuss ongoing programs, projects and or strategies that are part of the District initiatives. This ongoing evaluation process helps the District identify problems in program implementation and if any strategies need to be updated or changed. The Ignite District Leadership Team solicits reports and other data to help determine overall student impact.

When the District Leadership Team determines that a specific program, project or strategy needs adjustments and or changes, the specific project coordinator will be asked to adjust the implementation plan. The changes are reviewed and discussed by the Leadership Team and then disseminated to all relevant stakeholders. The project coordinator will meet with individual campus administrators and discuss changes and adjustments. The campus administrator will meet with all of his campus staff to communicate the changes or adjustments to any district initiative. At this point the teaching staff will discuss any additional staff development needs needed, if the changes require, then proceed to implement in the classrooms if necessary. All parental notifications are disseminated to parents during the monthly parent/teacher meetings and also by utilizing the Parent Newsletter.

Feedback and continuous improvement for the Texas Title1 Priority Schools Grant will include the aforementioned, additional monitoring of the plan will include the daily supervision of the TTIPS Project Coordinator and the DCSI. This daily supervision and monitoring will focus on the strategies and activities specified in Project Transformation and inclusive of the Critical Success Factors: 1) Improve Academic Performance, including (but not limited to) Reading/ELA and Math; 2)Increase the Use of Quality Data to Drive Instruction;3) Increase Leadership Effectiveness; 4)Increase Learning Time; 5)Increase Parent/Community Involvement; 6)Improve School Climate; and 7)Increase Teacher Quality. Additional monitoring and improvement support will come from the Regional ESC and the Program Monitoring staff at TEA.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: **108801-006**	Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and 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.

At Ignite, we are committed to preparing our students to succeed and excel in elementary, junior high, high school, and college. To accomplish this, the Campus participates in several local and statewide initiatives designed to bring resources directly into our district and ultimately benefit our students. The Campus is currently identified as a Priority School and receiving Title I, 1003(a) Priority and Focus support. This program is designed to address the Critical Success Factors: 1) Improve Academic Performance, including (but not limited to) Reading/ELA and Math; 2)Increase the Use of Quality Data to Drive Instruction;3) Increase Leadership Effectiveness; 4)Increase Learning Time; 5)Increase Parent/Community Involvement; 6)Improve School Climate; and 7)Increase Teacher Quality.

Throughout the TTIPS Cycle 3 project period, the campus will coordinate and leverage funds and resources of related initiatives, such as Title I, 1003 Priority and Focus Grant as well as current state funding (Title I Part A and Title II Part A funds for staff development) to maximize all resources available to support innovative school transformation throughout the Campus.

The staff associated with the TTIPS Cycle 3will work collaboratively with the Ignite District Leadership Team in an effort to maximize program effectiveness. This collaboration will ensure all project participants remain committed to the project and its success. The District will require that a written sustainability plan be developed by the TTIPS Cycle 3 Program Coordinator and the support staff associated with the project. This sustainability plan will provide a road map to support the ongoing management of the project beyond the funding cycle. In addition to ongoing management, the sustainability plan will help identify resources necessary to sustain the project, encourage the development of partnerships and also showcase to other potential funders.

Ongoing sustainability efforts will focus on the development of untapped funding sources as well as evaluations to determine if program needs have changed over the duration of the project and how they might change in the future. Continuous program sustainability will also depend on the constant recruitment of key partners, aspects of the program the Campus would like to sustain, track performance measures, and prioritize actions and activities to ensure that campus transformation is an ongoing initiative that has the support from the Campus, the District and the community.

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Schedule #15—Project Evaluation

County-district number or vendor ID: **108801-006** | Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1	**Increase Academic Performance** STAAR Pre/Post scores in mini and local assessments (every two weeks) Interim Assessments (IA 1; IA2; IA3 -STAAR release IA4) (Year at a Glance/Scope & Sequence). Individual Student Cum files, Sign in sheets, aligned curriculum, lesson plans, and instructional coach evaluation/walk- troughs.	1	100% of high school students will have an individualized leaning plan to guide and target instruction for core content areas.
		2	50 % of students will pass the State Assessment in each of the core content areas 1st year, 65 % 2nd year, 80%3rd year.
		3	100 % of teachers will participate in a minimum of 4 curriculum wring activities to develop, align and monitor instruction 1st year, 5 activities 2nd year, and 6 activities 3rd year.
2	**Improve Teacher Quality-** Professional development pre/post self-assessment (quarterly) professional development follow-up (weekly walk-through forms) Certificates of Participation, IHE enrollment, student assessments(quarterly)	1	100% of Teaching Staff will have an individualized staff development plan developed collaboratively with teacher and Campus Administrator.
		2	A minimum of 5 walk-troughs/observations per week for each of the content areas by Administrator. (20 total weekly)
		3	100 % of teaching staff will participate in training on data disaggregation & decision making aligned instruction.
3	**Increase Graduation Rates-** Graduation Cohort (bi annual) , (PEIMS Data annually) students certifications/internship (45semester) Attendance & dropout recovery (PEIMS Data monthly, PEIMS six week reports)	1	Improve Daily Attendance to 85% 1st year, 86.5% 2nd year, 88%3rd year. Increase annual graduation rates
		2	Reduce annual dropout rates to 15% 1st year, 13% 2nd year, 10% 3rd year. Special Population Dropout rates to decrease by 10% annually.
		3	100 % of high school students will be assigned to a teacher mentor who will monitor for truancy, graduation w/cohort and dropout recovery.
4	**Increase Learning Time-** Master Schedule(annually) pre/post evaluation(4 times a year) Administrator observations (5 times a week) STAAR Pre/Post scores in mini and local assessments (every two weeks)	1	100% of students enrolled at Campus will have a schedule with evidence of additional learning time in Core Academic Content areas.
		2	75% of students will be in internship/incubator program 1st year 80% 2nd year, and 85% 3rd year.
		3	75% of students will show consistent use of technology of resource 1st year 80% 2nd year, and 85% 3rd year.
5	**Leadership Effectiveness-** Administrator observations (weekly) Mentor/instructional coach feedback (monthly) meeting agendas, sign in sheets, evidence of monitoring (weekly	1	Center Administrator will review and provide feedback for rigor and differentiated instruction on 100% of lesson plans.
		2	Campus Administrator will meet with Leadership Mentor a minimum of 2 times per month.
		3	Campus Administrator will ensure that the campus leadership team meets on a weekly basis to ensure campus transformation.

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: **108801-006** | Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TTIPS Cycle 3 Project will be under the direct supervision of the TTIPS Cycle 3 Program Coordinator, the DCSI and the Campus Administrator. These individuals will have the responsibility of providing the District Leadership Team monthly reports on program implementation status. Reporting requirements will include monitoring the program budgets on a weekly basis; student progress by semester, status of teacher staff development strategies and outcomes and progress on climate and transformation.

This process will help ensure the program is implemented according to statutory requirements, Campus design and District expectations. The data collected will be both quantitative and qualitative. Weekly analysis will be conducted on student grades, average daily attendance, and lesson plans. The purpose of the analysis is to determine baseline data, progress towards student achievement goals, complexity and rigor of lesson plans and lesson delivery that can clearly display the integration of the technology and project based strategies. Monthly analysis will be conducted on quality of professional development, parental involvement in school events, average daily attendance, and quality of student work and the student's ability to meet assignment deadlines. Additionally, review of master schedule for increased learning time, quality of data concerning instruction including but not limited to walk-through observations and interdisciplinary planning activities.

Semester analysis will be done using student grades, average daily attendance, principal walk troughs, benchmark assessments, student and parental feedback surveys, increased learning time, quality of collaborative planning activities, quality of work done by the SBDM committee, contributions of the student council to improve school climate, and teacher and student surveys on teacher quality and the integration of the all strategies with current initiatives.

These analyses will be used to evaluate the TTIPS Cycle3 Grant Program and its ability to make progress towards the Critical Success Factors : 1) Improve Academic Performance, including (but not limited to) Reading/ELA and Math; 2)Increase the Use of Quality Data to Drive Instruction;3) Increase Leadership Effectiveness; 4)Increase Learning Time; 5)Increase Parent/Community Involvement; 6)Improve School Climate; and 7)Increase Teacher Quality.

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Schedule #16—Responses to Statutory Requirements	
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Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.

☒ Transformation

☐ Turnaround

☐ Closure

☐ Restart

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Schedule #16—Responses to Statutory Requirements

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	*Strengthen the School's Instructional Program*	1. 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.	A. Implement curriculum wring in all core content areas.	08/14	08/17
			B. Implement intensive reading and math remediation program	09/14	08/17
			C. Use data to create an individualized learning plans for all students to guide instruction	09/14	08/17
			D Develop a certification program for 21st Century workforce with internships /business incubators.	10/14	08/17
			E. Integrate personal technology devices into instructional delivery	11/14	08/17
		2. 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.	A. Use individualized learning plan to provide targeted tutoring program.	09/14	8/17
			B. **Provide staff development for teachers on data driven decision for differentiated instruction**	09/14	6/15 & ongoing
			C. Establish an intervention period for re-teaching core content subjects to struggling students.	09/14	08/17
			D. Continuous teacher collaboration in each core content area to address key instructional best practices.	09/14	08/17
			E. Instructional Coaching by core content specialist to re-direct areas of instructional need.	09/14	08/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	*Use of Data to Inform Instruction*	1. 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.	A. Staff Development for teachers on data disaggregation	09/14	08/17
			B. Shared planning time to review and discuss student data to guide instruction &improve performance.	09/14	08/17
			C. Provide training and support to teachers to identify and use reports generated by campus software programs and other data sources.	09/14	08/17
			D. Inter-District collaboration to discuss and align curriculum using data and best practices.	09/14	08/17
			E. Continuous use of multiple data sources to redirect instruction through effective instructional strategies	09/14	08/17
		2. 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.	A. Provide training to teachers on data comprehension, interpretation and decision making.	10/14	08/17
			B. Use local benchmarks as mini assessments to monitor student growth.	09/14	08/17
			C. Use the STAAR Data Bank to create assessments aligned to state testing requirements.	10/14	08/17
			D. Instructional coaches to monitor the use of data in the creation of the individual learning plans.	09/14	08/17
			E. **Increase frequency of classroom walkthroughs by administrators to monitor differentiated instruction**	10/14	08/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	*Providing strong leadership*	1. Replace the principal who led the school prior to the commencement of the transformation model.	*Daniel Vasquez: Date of Hire as campus Administrator 03/03/2014*	08/14	09/14
		2. Use rigorous, transparent, and equitable evaluation systems for 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 and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: *Student growth* means 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.	A. Mentorship program for campus leader; Consult with an experienced Administrator	09/14	06/17
			B. Campus Administrator to create a self-improvement plan that will be monitored for fidelity	09/14	06/15
			C. Provide the campus administrator with budgetary training to assist with campus fiduciary responsibilities.	10/14	01/15
			D. Professional Development for Campus Administrator in Learning Communities, Accountability and Staffing, Empowerment, Collaborative Leadership, Curriculum and instruction	09/14	06/17
			E. Develop instrument tool to measure leadership effectiveness and student growth	10/14	10/14
			F. Designate a campus leadership team that will assist in the ongoing implementation of campus transformation.	10/14	08/17
			G. Monitor & meet with students after each state assessment to provide guidance and encouragement.	10/14	08/17
			H. Review every teacher's lesson plans for rigor and integration with technology. Provide feedback on teacher quality and instructional effectiveness. Continuous and ongoing communication to develop trust and creating a system of support.	09/14	08/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	*Providing strong leadership*	3. Identify and reward school leaders 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.	A. Develop an incentive program that is based on student performance, daily attendance, graduation rates and dropout recovery.	01/15	06/15
			B. Develop and implement strategies for students to increase student daily attendance	10/14	08/15
			C. Create and monitor a student/teacher mentor program to increase graduation rates across all student demographics.	01/15	08/15
			D. Decrease the annual dropout rate by utilizing flexible learning opportunities such as OFSDP.	11/14	08/17
		4. 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.	A. Create a campus leadership team to help with transformation of campus.	10/14	08/17
			B. Meet with DCSI and District Superintendent to create plans for operational flexibility	08/14	08/17
			C. Develop and distribute a campus newsletter in both English and Spanish for parents and community	09/14	08/17
			D. Meet weekly with campus leadership team to discuss campus needs and monitor progress.	09/14	08/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	*Redesigned School Calendar*	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Create master schedule that clearly shows an increase of the instructional day.	08/14	08/14
			B. Instructional coaches to monitor classroom teachers for bell to bell quality instruction during instructional time.	09/14	08/17
			C. Create certification program for students that is aligned to STEM	09/14	08/17
		2. Provide 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.	A. Implement a schedule to provide a longer class time in core academic content areas.	09/14	08/17
			B. Purchase personal technology devices for students for access 24/7 to supplemental instructional software programs.	09/14	08/17
			C. Implement in intervention period to assist students who are struggling in core content areas.	09/14	08/17
		3. Provide 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.	A. Teachers to integrate social media to interact with students	10/14	08/17
			B. Develop internship/business incubators for students to explore and experience college and career pathways. Recruit local business partners to visit classrooms and monitor readiness for the workforce.	01/15	08/17
			C. Provide project- based and hands on enrichment activities that supplement classroom instruction	11/14	08/17
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. Establish professional learning communities for campus staff.	10/14	08/17
			B. Establish a relationship with a sister campus for ongoing teacher collaboration planning.	11/14	08/17
			C. Create common planning period for teachers to collaborate, plan & disaggregate data to improve student performance	10/14	08/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	*Ongoing Family and Community Engagement*	1. Provide ongoing mechanisms for family engagement	A. Create a monthly newsletter in English/Spanish to distribute.	09/14	08/17
			B. Schedule monthly meetings at the campus to social services	10/14	08/17
			C. Provide access to parents after school for ESL/GED	01/15	08/17
			D. Create a Parent Advisory Council to provide feedback on campus climate	10/14	08/17
			E. Design and Invite parents to a parent/student conference	05/15	08/17
		2. Provide ongoing mechanisms for community engagement	A. Create a monthly calendar of events to distribute to family & community	10/14	08/17
			B. Create a parent/student agreement to address attendance and at-risk behaviors	10/14	08/17
			C. Participate in community special events/projects	09/14	08/17
			D. Create seasonal programs around the holidays & invite families	11/14	08/17
			E. Invite parents to attend a state parental involvement conference	06/14	08/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	*Improve School Climate*	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. Campus staff team building retreats to establish an atmosphere of teamwork and collegiality.	05/14	08/17
			B. Identify a Lead teacher to help struggling teachers thru peer mentoring.	10/14	08/17
			C. Improve quality of school live by providing ongoing support in classroom management.	10/14	08/17
			D. Give all teaching staff a classroom budget for supplemental teaching tools of choice.	01/15	08/17
			E. Establish a school practice identifies teacher quality through a recognition program.	09/14	08/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	1. Use rigorous, transparent, and equitable evaluation systems for teachers 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 and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: *Student growth* means 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.	A. Provide development opportunities in content mastery, command of a broad set of pedagogic skills, and communications/interpersonal skills.	09/14	08/17
			B. Establish a climate of support for teachers through constant communication and collaboration	10/14	08/17
			C. Adopt a teacher evaluation that is focused on self-improvement and student academic performance.	01/15	03/15
			D. Hire Instructional coaches to mentor teachers in effective teaching practices.	10/14	08/17
			E. Provide teachers opportunities for self-assessment that guides staff development needs	11/14	08/17
			F. Establish a mentorship program for 1st and 2nd year teachers	09/14	08/17
			G. Offer opportunities for continuing education in core content area for subject mastery.	02/14	08/17
			H. Provide the SBDM with training to assist the campus with communication, program evaluations and overall campus needs.	10/14	08/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	2. Identify and reward 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.	A. Establish a school practice identifies teacher quality through a recognition program.	09/14	08/17
			B. Provide ongoing teacher support for personal growth and development	09/14	08/17
			C. Provide teachers with a discretionally classroom budget to purchase supplemental resources to student engagement.	09/14	08/17
			D. Provide a platform for teachers to voice opinions and participate in the decision making process.	09/14	08/17
		3. 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.	A. Create a staff development colander for the academic year which targets staff development needs.	09/14	08/17
			B. Provide teachers with staff development designed to increase student engagement and academic performance	09/14	08/17
			C Allow planning time for teachers to write and align curriculum with assistance from external instructional experts.	09/14	08/17
			D. Provide staff development to teachers on the integration of technology in the classroom	09/14	08/17
			E. Increase the number of administrator walk-throughs that include immediate feedback that guides staff development needs.	09/14	08/17
			F. Use teacher self-assessments and administrator walk-troughs to develop a staff development program that is individualized to each teacher	09/14	08/18

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **108801-006** | Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	4. 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 / turnaround school.	A. Design an incentive program that rewards teachers' with classroom resources or continued education	01/14	08/17
			B. Provide opportunities for teachers to become lead teacher	01/14	08/17
			C. Provide stipends to teachers who participate in student mentoring that recover dropouts and improve average daily attendance.	09/14	08/17
			D. Provide teachers with opportunities to attend self-improvement. Conferences or workshops in their content areas of their choice.	09/14	08/17

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

County-district number or vendor ID: **108801-006**	Amendment # (for amendments only):

Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The mission at Ignite Public Schools and Community Service Centers Inc. states that it will "empower individuals to become competent, confident, productive and responsible citizens who possess the competencies, skills, and attitudes to succeed in higher education and the workforce for the twenty first century." In keeping with the intent of its mission, the Campus has designed this TTIPS Cycle 3 program to provide needed resource to address the Critical Success Factors : 1) Improve Academic Performance, including (but not limited to) Reading/ELA and Math; 2)Increase the Use of Quality Data to Drive Instruction;3) Increase Leadership Effectiveness; 4)Increase Learning Time; 5)Increase Parent/Community Involvement; 6)Improve School Climate; and 7)Increase Teacher Quality. The District will accomplish this by helping the campus build leadership, trust, ownership, and a shared vision of change among school staff through a process that contains the following strategies.

- Effectively mobilize district resources to support school change;
- Using data to drive reform in assessing school performance;
- Identify and guiding improvement strategies that meet the campus's particular needs
- Assisting the Campus administrator and DCSI in setting high goals, creating strategic plans for improvement, and measuring progress so that the process of change becomes a cycle of continuous improvement;
- Promoting parental involvement and community support by developing partnerships to bolster reform efforts; and
- Stimulating innovation and change by creating high-performance incentives for schools

In addition to the strategies stated above, the Central Office Department of Curriculum and Instruction will help the Campus identify initial staff development resources to meet immediate training needs.

Further, the C&I Department will help **Project Transformation** identify instructional software programs and strategies identified in this application for funding. Human Resource Department will help identify highly qualified staff to meet Campus needs. Hiring and staffing priorities will be provided to the campus. Additional support will come from the Office of Finance. Budget training and fiscal account practices will be provided on an ongoing basis to the Campus administrator, the DCSI, and the TTIPS Program Coordinator along with the Campus Leadership Team. This budget training will help the **Project Transformation** staff monitor expenditures on a weekly basis and also facilitate the timely implementation of program strategies and activities. The office of Grants and Compliance will assist the Campus Leadership Team develop monitoring tools to ensure program success and compliance with the statutory and program requirements. Most importantly, the entire Central office administration is committed to give the campus 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 for the success of **Project Transformation**.

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

County-district number or vendor ID: **108801-006**	Amendment # (for amendments only):

Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Mandatory Staff Development required by TTIPS Grantees during the summer of 2014.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: **108801-006** | 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: **108801-006** | Amendment number (for amendments only):

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

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

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: **108801-006** | 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 partnerships 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 partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

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

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County-District Number or Vendor ID: **108801-006** | 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 on tape	☐	☐	☐
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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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: **108801-006** | 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 partnerships	☐	☐	☒
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 partnerships with parents of highly mobile families	☐	☐	☒
L03	Establish/maintain timely record transfer system	☐	☐	☒
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

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

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Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☒
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☒	☐
N04	Provide intern program for new teachers	☐	☐	☐
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.)

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

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers 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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