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. Received Texas Education Agency 2014 MAY 20 PM 2:17
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	
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		
San Antonio ISD	74-6002167	141 Lavaca Street		
Mailing address line 2	City		State	ZIP Code
	San Antonio		TX	78210

County-District #	Campus number and name	ESC Region #	US Congressional District #	DUNS #
015907	119-Douglass Elementary School	20	TX-35	069451631

Primary Contact

First name	M.I.	Last name	Title
Derrick		Brown	Principal
Telephone #	Email address		FAX #
210-338-3315	Dbrown3@saisd.net		210-532-1618

Secondary Contact

First name	M.I.	Last name	Title
John		Strelchun	Grants Director
Telephone #	Email address		FAX #
210-554-2535	jstrelchun@saisd.net		210-228-3131

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
Emilio		Castro	Deputy Superintendent
Telephone #	Email address		FAX #
210-554-2270	Ecastro2@saisd.net		210-228-3129
Signature (blue ink preferred)			Date signed
Emilio Castro			5/19/2014

Only the legally responsible party may sign this application.

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

Part 3: Schedules Required for New or Amended Applications

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

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

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
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: 015907	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

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

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

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 015907	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	

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

#	Provision/Assurance
1.	The applicant provides 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

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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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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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County-district number or vendor ID: 015907	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 #5—Program Executive Summary

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

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

SAISD plans to implement a TTIPS-funded school reform strategy at Douglass Elementary School that corresponds to existing campus needs and will facilitate academic improvement. Key areas for remediation or support identified in a Campus Needs Assessment included: a) increasing the time teachers spend planning in both vertical and horizontal groups; b) increased professional development for teachers to support improved instruction in math and reading; and, c) implementation of a vertically aligned tool for assessing student progress in math and reading. After reviewing recommended turnaround models, the Transformation Model was shown to have the greatest potential for addressing these needs and benefiting Douglass' students.

The Douglass campus leadership team has identified multiple strategies for improving student academic performance, using data to drive instruction, increasing leadership time, improving leadership and teacher effectiveness, improving school climate and increasing family and community engagement. Critical examples follow.

A. Since Douglass has a large number of ELL students (26.9%), including a greater than average number of overage students who began their education in another country, the Douglass Team identified the need for stronger instructional practices of proven benefit to ELL students. Their recommendation is for all teachers to complete a 3-day Beginning Of Year training in SIOP (Sheltered Instructional Observation Protocol). SIOP allows English learners to acquire academic knowledge as they develop English language proficiency, mitigating the common delay in skill development while a new language is acquired. This approach will assist Douglass' ELL students in attaining and remaining on grade level. Also, Douglass will launch the Douglass Learning Channel featuring video lessons developed in correspondence to the learning needs of all students, including sub populations. Channel content will be developed and presented by campus leaders and teachers, primarily, with support and guidance from students, parents, local churches, community groups and businesses. Parents and students will receive training in effective ways of using this resource during in and out of school time. A technology lending library will be developed to ensure students without home access to computers and/or the Internet also will benefit.

B. The Principal at Douglass Elementary was assigned within the last two years, is showing great progress in student achievement and will remain. Professional development will accelerate using new resources, e.g., Texas Elementary Principals and Supervisors Association, targeting implementation of school reform strategies and turnaround models.

C. Year 1 will be devoted to rich, continuous professional development for teachers, provided by the Principal. At the end of Year 1, the campus leadership team will post a Request for Qualifications with regional colleges and universities asking for their interest in partnering with Douglass and SAISD in the development of a LAB SCHOOL. Proposals will be reviewed by Douglass leaders and the SAISD TTIPS Support Team and a partner selected prior to the end of the school year. During Years 2 and 3, the selected university or college will accelerate the value of Year 1's professional development using CCTV-enabled remote classroom observation and continuous structured feedback to support implementation and use with fidelity of best practices in instruction, data analysis and application, development of a quality afterschool program aligned to TEKS, and improving school climate. This tiered approach will build capacity within Douglass' existing teaching staff and these committed professionals will be responsible for training new teachers hired or transferring to the campus, thereby sustaining the Douglass model over time.

C. Douglass teachers and the Principal will create Campus Based Assessments in reading and math and will use technology to score the assessments and analyze scores based upon standardized criteria. Douglass will create a vertically aligned data collection system and teachers will meet monthly to review the data. Teachers will be able to view and use school-wide data via an Intranet and common access points.

D. Douglass will help parents become or remain their children's first and best teachers by offering monthly Family Fun Nights that include training sessions in helping with homework and building reading skills at all grade levels. Douglass will expand an existing partnership with a large church adjacent to school property to facilitate mentoring and tutoring relationships and provide volunteers for the classroom and school events.

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Schedule #5—Program Executive Summary (cont.)

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

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

SAISD has committed significant resources to the full implementation of TTIPS and the school reform strategies contained within a Transformation Model. A District-level TTIPS Support Team has been appointed and will be led by SAISD's District Coordinator of School Improvement (DCSI) and will include the Deputy Superintendent, the Assistant Superintendent for School Leadership, the Associate Superintendents for Human Resources and Finance and the Douglass Principal. The Team will be responsible for enacting meaningful school reform throughout the District, including administering and ensuring the success of TTIPS strategies and interventions at Douglass Elementary. The DCSI will serve as a mentor and liaison to the Douglass Principal and teaching staff, overseeing accountability, conducting performance-based monitoring and developing rapid cycle improvement strategies. The DCSI will have a direct line of communication to the SAISD Superintendent and Deputy Superintendent, which will assist in quickly eliminating any barriers that hinder improvement.

The Support Team also will help the Douglass Principal transition to the Charlotte Danielson Framework for teacher evaluation and the Assistant Superintendent for School Leaderhip also will begin using Charlotte Danielson to evaluate the Douglass Principal. Application of the Charlotte Danielson Framework will foster effective recruitment, high quality staffing and retention of qualified personnel. Finally, the Associate Superintendent for Human Resources and the DCSI will lead the Support Team in developing a cohesive, equitable reward and incentive system for teachers and principals, to be approved for implementation by the Superintendent.

SAISD has designed a comprehensive evaluation model to analyze and quantify TTIPS impact using a six step process: a) summarize the major components of the initiative; b) describe the characteristics of the Douglass students (including any enrollment, attendance, and performance trends) and instructional personnel (including measures of effectiveness); c) compile a review of the most current research on instructional programs, with the focus on program implementation and proven strategies; d) assess the level of program implementation (intended versus actual) with specific metrics described in Schedule #15, Part 1; e) assess the achievement level of program students based on the amount of growth in performance and their performance on State assessments using the specific metrics described in Schedule #15, Part 1; and, f) prepare a summary of findings with recommendations for program managers as well as Douglass and District administrators. Evaluation results will be reviewed every nine weeks by the TTIPS Support Team, including data related to student achievement indexed against teacher professional development activities. Areas of under-achievement will require a corrective action plan by the Douglass Elementary Principal, the components of which are expected to address refinements to instructional strategies and/or stepped up or more targeted professional development activities. By regularly reviewing impact on a short-cycle, problems will be quickly identified and professional development, new instructional tools or policy modifications can occur with equal speed, ensuring that unanticipated issues do not become barriers to planned outcomes.

SAISD is committed to sustaining the improvements enabled by the requested TTIPS grant, maintaining critical elements in future campus operational budgets via local and Title I funds. For example, the positions of Reading Specialist with a Bilingual Concentration, essential to planned literacy instruction improvements for ELL students, and of Technology Specialist, essential to ensuring highest and best use of technology upgrades purchased with TTIPS funding, will be continued as needed, as will afterschool enrichment activities. These investments, coupled with the durable, long-term improvements to teaching and leading that will accrue from establishment of a Lab School, in partnership with a local college or university, and implementation of the Charlotte Danielson teacher and principal evaluation framework, will preserve all realized improvements to teaching and leading and student improvement.

SAISD has methodically built the capacity to fully benefit from TTIPS funding. The skills and competencies of the Superintendent's Cabinet members have been improved, data analysis and interpretation has been embedded as standard operating practice at the campus and district levels and the Curriculum and Instruction Department has significantly improved resources for teachers to promote student achievement, including readily available, continuous coaching and support for content development and delivery. These assets have enabled SAISD to receive and maximize new federal and state funding through GEAR UP, the High School Graduation Initiative and TTIPS Cycles 1 and 2, all of which have contributed to improvement in student achievement.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 015907	Amendment # (for amendments only):
Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	
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	$1,146,745	$0	$1,146,745	$0
Schedule #8	Professional and Contracted Services (6200)	6200	$1,268,500	$0	$1,268,500	$0
Schedule #9	Supplies and Materials (6300)	6300	$609,357	$0	$609,357	$0
Schedule #10	Other Operating Costs (6400)	6400	$97,800	$0	$97,800	$0
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$20,000	$0	$20,000	$0
	Total direct costs:		$3,142,402	$0	$3,142,402	$0
	2.274% indirect costs (see note):		N/A	$71,003	$71,003	$0
	Grand total of budgeted costs (add all entries in each column):		**$3,142,402**	**$71,003**	***$3,213,405**	$0

Administrative Cost Calculation

Enter the total grant amount requested:	$3,198,065
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:	$159,904

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
$1,111,409	**$1,132,485**	**$969,511**	*$3,213,405

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: 015907 | 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			$	$
2	Educational aide			$	$
3	Tutor			$	$
Program Management and Administration					
4	Project director			$	$
5	Project coordinator			$	$
6	Teacher facilitator			$	$
7	Teacher supervisor			$	$
8	Secretary/administrative assistant			$	$
9	Data entry clerk			$	$
10	Grant accountant/bookkeeper			$	$
11	Evaluator/evaluation specialist			$	$
Auxiliary					
12	Counselor			$	$
13	Social worker			$	$
14	Community liaison/parent coordinator			$	$
Other Employee Positions					
21	Reading Specialist	1	-	$168,322	$0
22	Technology Support Specialist	1	-	$143,839	$0
23	Title			$	$
24		Subtotal employee costs:		$312,161	$0
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112 Substitute pay			$90,000	$0
26	6119 Professional staff extra-duty pay			$570,900	$0
27	6121 Support staff extra-duty pay			$0	$0
28	6140 Employee benefits			$173,684	$0
29	61XX Tuition remission (IHEs only)			$0	$0
30	Subtotal substitute, extra-duty, benefits costs			$834,584	$0
31	**3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$1,146,745	$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: 015907 | Amendment # (for amendments only):

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

	Expense Item Description	Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$0	$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:	**$0**	**$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	Motivational Speakers / Inspire student and help them find guidance and purpose in life	☐	$9,000	$0
2	SIOP (Sheltered Instructional Observation Protocol) Training / Prepare all students (especially ELL) to become college and career ready	☐	$4,500	$0
3		☐	$	$
4		☐	$	$
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$13,500	$0

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

1

Specify topic/purpose/service: Professional development on learning with technology ☐ Yes, this is a subgrant

Describe topic/purpose/service: Prepare teachers to use technology to impact learning and prepare students for the 21st century

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs:	# of positions: 2	$60,000	$0
Contractor's subgrants, subcontracts, subcontracted services		$0	$0
Contractor's supplies and materials		$0	$0
Contractor's other operating costs		$0	$0
Contractor's capital outlay (allowable for subgrants only)		$0	$0
	Total budget:	$60,000	$0

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

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

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

2

Specify topic/purpose/service: LAB SCHOOL w/ selected university/college(Year 2&3) ☐ Yes, this is a subgrant

Describe topic/purpose/service: Professional development using remote classroom observation and continuous structured feedback to support implementation and use with fidelity of best practices in instruction, data analysis and application, development of quality afterschool program and improving school climate

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs:	# of positions: 3	$500,000	$0
Contractor's subgrants, subcontracts, subcontracted services		$0	$0
Contractor's supplies and materials		$150,000	$0
Contractor's other operating costs		$250,000	$0
Contractor's capital outlay (allowable for subgrants only)		$0	$0
	Total budget:	$900,000	$0

3

Specify topic/purpose/service: Case management services (Communities in Schools) ☐ Yes, this is a subgrant

Describe topic/purpose/service: Delivery of needed resources (counseling, health services, food bank, mentors, tutors)so that students can stay in school

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs:	# of positions: 2	$156,000	$0
Contractor's subgrants, subcontracts, subcontracted services		$0	$0
Contractor's supplies and materials		$11,550	$0
Contractor's other operating costs		$27,450	$0
Contractor's capital outlay (allowable for subgrants only)		$0	$0
	Total budget:	$195,000	$0

4

Specify topic/purpose/service: Classroom management (Year 1 only) ☐ Yes, this is a subgrant

Describe topic/purpose/service: Train teachers on classroom management strategies

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs:	# of positions: 1	$10,000	$0
Contractor's subgrants, subcontracts, subcontracted services		$0	$0
Contractor's supplies and materials		$0	$0
Contractor's other operating costs		$0	$0
Contractor's capital outlay (allowable for subgrants only)		$0	$0
	Total budget:	$10,000	$0

5

Specify topic/purpose/service: Professional learning in core content (Year 1 only) ☐ Yes, this is a subgrant

Describe topic/purpose/service: Teacher training, model lessons, academic planning and student intervention

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs:	# of positions: 2	$60,000	$0
Contractor's subgrants, subcontracts, subcontracted services		$0	$0
Contractor's supplies and materials		$0	$0
Contractor's other operating costs		$0	$0
Contractor's capital outlay (allowable for subgrants only)		$0	$0
	Total budget:	$60,000	$0

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

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

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

6	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:			
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:	$1,225,000	$0
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:	$0	$0
b. Subtotal of professional services, contracted services, or subgrants less than $10,000:	$13,500	$0
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$1,225,000	$0
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:	$30,000	$0
(Sum of lines a, b, c, and d) 3-Year Grand total	$1,268,500	$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 #9—Supplies and Materials (6300)

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

Expense Item Description

	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
	Technology Hardware—Not Capitalized						
6399	1	Video Camera	Douglass Learning Channel	1	$2,500	$412,947	$0
	2	Monitors	Douglass Learning Channel	4	$1,500		
	3	Projector	Douglass Learning Channel	1	$3,000		
	4	CCTV Camera	Remote classroom observation (LAB SCHOOL)	20	$2,000		
	5	Smart Boards	Learning and Teaching	20	$4,000		
	6	Laptops	Learning and Teaching	15	$2,303		
	7	Desktops	Family/Community Engagement (Parent Room)	5	$962		
	8	Tablets	Learning and Teaching	520	$400		
	5	Tablet Carts	Tablet storage and recharging	18	$1,894		
6399	Technology software—Not capitalized					$1,000	$0
6399	Supplies and materials associated with advisory council or committee					$0	$0
	Subtotal supplies and materials requiring specific approval:					$413,947	$0
	Remaining 6300—Supplies and materials that do not require specific approval:					$195,410	$0
	3-Year Grand total:					**$609,357**	$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: 015907		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: Site visits to model LAB SCHOOLS (e.g. Lower School of University of Chicago Laboratory Schools, Thomas Metcalf School @ Illinois State University)	$15,000	$0
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$0	$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:	$0	$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:	$15,000	$0
	Remaining 6400—Other operating costs that do not require specific approval:	$82,800	$0
	3-Year Grand total:	**$97,800**	$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: 015907 | 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			$	$	p
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX/15XX—Technology software, capitalized					
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX/15XX—Equipment, furniture, or vehicles					
19	Digital Marquee / Family & Community Engagement	1	$20,000	$20,000	$0
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:	**$20,000**	$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: 015907 | 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: 397

Category	Number	Percentage	Category	Percentage
African American	17	4.3%	Attendance rate	96.1%
Hispanic	372	93.7%	Annual dropout rate (Gr 9-12)	DNA
White	5	1.3%	Annual graduation rate (Gr 9-12	DNA
Asian	0	0.0%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	47%
Economically disadvantaged	387	97.5%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	44%
Limited English proficient (LEP)	109	27.5%	Students taking the ACT and/or SAT	DNA
Disciplinary placements	0	0%	Average SAT score (number value, not a percentage)	DNA
			Average ACT score (number value, not a percentage)	DNA

Comments

There is a greater than average number of overage students who began their education in another country.

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

Category	Number	Percentage	Category	Number	Percentage
African American	1	4.5%	No degree	0	0%
Hispanic	16	71.3%	Bachelor's degree	17.4	77.7%
White	4.4	19.8%	Master's degree	5	22.3%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	5	22.3%	Avg. salary, 1-5 years exp.	$45,304	N/A
6-10 years exp.	4	17.8%	Avg. salary, 6-10 years exp.	$46,132	N/A
11-20 years exp.	3	13.4%	Avg. salary, 11-20 years exp.	$50,404	N/A
Over 20 years exp.	6	26.7%	Avg. salary, over 20 years exp.	$59,613	N/A

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

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

Part 3: 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	37	49	52	64	66	65	62	0	0	0	0	0	0	0	397
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	37	49	52	64	66	65	62	0	0	0	0	0	0	0	397

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	2	2	3	3	3	3	3	0	0	0	0	0	0	0	19
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	2	2	3	3	3	3	3	0	0	0	0	0	0	0	19

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015907	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.

SAISD's mission is to be a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community. The first step toward realization of this mission is an annual Comprehensive Needs Assessment (CNA) conducted by every school in the district. The CNA is the centerpiece of SAISD's educational planning process and the driving force for the District Improvement Plan and the TAIS School Improvement Plan, identifying educational strengths and areas of need and revealing future priorities and areas of focus.

The process begins with appointment of a planning team composed of educators, parents, community members and business leaders from the school's attendance zone. With their input and oversight, school staff conduct a data-driven CNA using a standardized process aligned to the Texas Accountability Intervention System and the requirements of the Elementary and Secondary Education Act and No Child Left Behind. The CNA examines multiple data sets and sources to create demographic and student achievement profiles, identify strengths and weaknesses, prioritize needs, and direct programs and funding. The results also provide benchmarks school leaders can use throughout the year to monitor the impact of programs, instruction and resources on student achievement. Problems surfaced in the CNA must be fully addressed in the School Improvement Plan and are used to justify budget projections. Issues common to multiple campuses are examined and addressed in the District Improvement Plan.

SAISD's standardized CNA process consists of four stages, described below.
Stage I: Planning (New CNA). Before the CNA begins, campus staff discuss what they want their campus to look like in terms of student success and how that vision differs from what currently exists. The purpose and outcomes for the CNA are reviewed and short and long-term timelines are established for the process. Next, committees are established for each CNA focus area (demographics, student achievement, district/school culture and climate, staff quality, recruitment and retention, curriculum, instruction and assessment, family and community involvement, school context and organization, and technology) and community members, parents and/or business partners with relevant expertise are invited to participate. Each committee receives data, information and reports relevant to their charge, as follows.
Demographics-data on enrollment by ethnicity, special education, economically disadvantaged, ELL, homeless, migrant, at-risk and mobility.
Student achievement-data on achievement on state assessments, disaggregated by demographic indicators.
School culture and climate-data on attendance, discipline, drop-out rate, staff morale, instructional/academic indicators, safety.
Staff quality, recruitment and retention-staffing patterns for core content areas, paraprofessionals, teachers/instructional staff, new teachers, secondary math science supplement, principal, assistant principal, counselor, librarian, parent family liaison, and data on staff morale.
Curriculum, instruction and assessment-reports on curriculum, instruction, assessment and technology used by the campus.
Family and community involvement-data on participation in parent outreach, parent training, parent-family liaison, parent meetings, communication, parent involvement.
School context and organization-information on master schedule, decision making committees, school policies and procedures, communication and opportunities for input and feedback.
Technology-online course development and management, web-based instruction, web-based assessment, social media/communication, technology integration into curriculum/instruction, technology resources.
Pre-prepared outlines are used to guide each committee in using these data elements to complete a root cause analysis that identifies areas of need by grade level and/or content area, strengths, strategies for accelerating improvement, resources for implementing strategies, justification for resource allocations. (Note: The selection of data to be used by the committee may be restricted by FERPA requirements.) With support from school staff, the committees examine multiple sources of disaggregated data, determine areas of priority, summarize needs, and develop a vision for reform that will foster success for all students. The completed CNA also is used to guide development of or revisions to the

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Schedule #13—Needs Assessment (cont.)

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

Part 1: Process Description (cont). 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.

School Improvement Plan.
Stage II: Reviewing (Existing CNA). Previously appointed committee members meet to review and analyze existing CNA from prior school year and compare findings to current data. Responses to focus area questions are completed or updated as needed. New or continuing needs are identified as well as strategies to close the achievement gap among student subgroups, ensuring that every student receives a quality education.
Stage III: Completing the Executive Summary. An Executive Summary is written for each focus area and includes: responses to focus area questions; disaggregated data by grade level, classroom and/or subgroup; and patterns, trends, strengths and needs identified from the data. All summaries and priorities are combined into a master Executive Summary for the campus. The master Summary also includes comparisons of baseline assessment data and current data by focus area.
Stage IV: CNA Completed. The complete CNA is compiled and forwarded to SAISD's Federal Programs Department. A CNA must include: a) Committee Members Form with original signatures; b) agendas and sign-in sheets; c) Data Review Checklist; d) questions for each focus area; e) summary forms for each focus area; and f) Executive Summary Form.

SAISD's CNA process prioritizes the TAIS Critical Success Factors (CSF), including: improving academic performance, increasing the use of data to drive instruction, increasing leadership effectiveness, increasing learning time, increasing family and community engagement, improving school climate, and improving teacher quality. The following are examples of focus area questions and possible benchmarks used to surface needs, identify responsive interventions and track improvement in the CSF.
Use of Data to Drive Instruction: What evidence supports the implementation of high impact interventions for students who need assistance beyond primary classroom instruction? Which students need this type of instruction? What has been the effect over time? Sample benchmark: 2% increase in reading achievement by ELL students.
Increasing Leadership Effectiveness: Which intervention strategies/activities have improved student achievement on your campus? Which subpopulations are improving and why? Sample benchmark: 10% increase in students meeting state standards in both reading/language arts and math.
Improving School Climate: What are your campus expectations for academics, behavior and civics? How do students perceive these expectations? Sample benchmark: 10% increase in average daily attendance, reflecting increased student and family satisfaction with school.

In preparing for the proposed TTIPS program at Douglass Elementary, SAISD completed a two-step review process: 1) used the CNA and SIP to determine the CSF status; and, 2) evaluated the four school reform models, comparing impact to Douglass' unmet needs. Emphasis was placed on facilitating academic improvement; key recommendations of the SIP were: a) increasing the time teachers spend planning in both vertical and horizontal groups; b) increased professional development for teachers to support improved instruction in math and reading; and, c) implementation of a vertically aligned tool for assessing student progress in math and reading. Effecting this set of factors at Douglass Elementary will require a strong leader to drive school reform, effective teachers offering rigorous instruction, increased student learning time, more consistent use of evidence-based instructional strategies, and more consistent use of data to inform instruction and promote continuous improvement. The Transformation Model was shown to have the greatest potential for addressing these needs and benefiting Douglass' students. Applying the Transformation approach also has the potential for lasting impact on student achievement, ultimately improving graduation rates at Brackenridge High School.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015907 | 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.	Strong school leader with the capacity to develop and monitor school reform interventions and make necessary instructional or staffing adjustments to spark improvement in student achievement.	The Principal at Douglass Elementary was assigned within the last two years, is showing great progress in student achievement and will remain. Professional development will accelerate using new resources, e.g., Texas Elementary Principals and Supervisors Association, targeting implementation of school reform strategies and turnaround models.
2.	Effective teachers in every classroom who are able to provide rigorous instruction and use vertical alignment and vertical team planning strategies and technology to rapidly improve student achievement.	Teachers will receive daily, job-embedded professional development in math and reading instructional strategies and interventions. Campus walkthrough system will be developed to provide timely guided feedback. Grade-level teachers will meet monthly for planning time and data review. In Year 2, Douglass Elementary will become a LAB SCHOOL in partnership with a local university, accelerating and targeting professional development. A full time Technology Specialist and campus-wide technology upgrades will enable implementation of stronger instructional content.
3.	Stronger instructional program and more consistent use of proven strategies (e.g., Mentoring Minds, Thinking Maps, Frog Street, Istation, tutoring, vertical alignment and project based learning) to address needed improvement in math and reading achievement, especially among sub populations.	Douglass will implement a school-wide "response to intervention" approach. SIOP training BOY and a full tiem Reading Specialist with Bilingual Concentration will support specialized approaches and enhanced academic achievement for ELL students, especially overage students. Supplemental tutoring resources will be acquired to support reading on grade level by all students. Teachers will learn proven tutoring strategies and will eventually assume these responsibilities in the classroom. Similar approach for students not meeting state standards in math.
4.	More consistent use of data to inform instruction and promote continuous improvement.	Teachers will create Campus Based Assessments in reading and math and will use technology to score the assessments and analyze scores based upon standardized criteria. Douglass will create a vertically aligned data collection system and teachers will meet monthly to review the data. Teachers will be able to view and use school-wide data via an Intranet and common access points.
5.	Stronger, supportive relationships between school, families and the community.	Douglass will help parents become or remain their children's first and best teachers by offering monthly Family Fun Nights that include training sessions in helping with homework and building reading skills at all grade levels. Douglass will expand an existing partnership with a large church adjacent to school property to facilitate mentoring and tutoring relationships and provide volunteers for the classroom and school events.

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Schedule #14—Management Plan

County-district number or vendor ID: 015907 | 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)	SAISD has appointed a DCSI who will lead the SAISD TTIPS Support Team of highly qualified personnel charged with enacting meaningful school reform throughout the District, including administering and ensuring the success of TTIPS strategies and interventions at Douglass Elementary. The DCIS will serve as a mentor and liaison to the Douglass Principal and teaching staff, overseeing accountability, conducting performance-based monitoring and developing rapid cycle improvement strategies. The DCIS will have a direct line of communication to the SAISD Superintendent and Deputy Superintendent, which will assist in quickly eliminating any barriers that hinder improvement. The DCIS has demonstrated expertise in planning, managing and implementing school reform efforts and successful leadership and management experience. **Other members of the District-level TTIPS Intervention Team follow. The indicated duties are specific to TTIPS implementation and are in addition to each position's standard responsibilities.**
2.	Deputy Superintendent	Will direct and manage the overall implementation of TTIPS within SAISD, including direct supervision of the DCSI. Will ensure revised instructional programs are effective and promote school reform as intended. Will provide continuous leadership in the adoption of the highest standards of instruction at Douglass Elementary. Will oversee compliance of TTIPS implementation with SAISD policies and priorities. Requires demonstrated instructional leadership, strong curriculum, curriculum alignment, curriculum standards and assessment and program management background; Masters degree and Texas Standard Principal or Mid-Management Certification.
3.	Assistant Superintendent School Leadership	Will provide leadership to Douglass Elementary in areas related to instructional and operational needs. Will support development of exceptional campus leaders and the planning and decision making required for Douglass to become a high-performing school. Will provide instructional management and communications support to ensure the successful implementation of TTIPS strategies. Requires a Masters Degree, Mid-Management, Administrator or Principal Certification, and demonstrated leadership skills.
4.	Associate Superintendent Finance	Will supervise the financial administration of the TTIPS grant, including accounting, payroll, purchasing, information technology and information services. Will ensure that all necessary financial support and enabling technology are available to Douglass Elementary to support full, timely implementation of school reform strategies. Requires an MBA and advanced technical knowledge of school finance, budgeting, accounting systems, and economics.
5.	Associate Superintendent Human Resources	Will provide leadership for implementation of human resources activities needed to ensure effective recruitment, high quality staffing and retention of qualified personnel. Will support Douglass Elementary Principal in the transition to the Charlotte Danielson model of teacher evaluation. Will develop SAISD's new principal evaluation system based on the Charlotte Danielson model. Will develop reward and incentive systems for teachers and principals, to be approved for implementation by the Superintendent. Requires a Masters degree and Mid Management Administrator or Administrator Certification.
6.	Douglass Principal	Will implement TTIPS on campus. Will provide continuous professional development to teaching staff to ensure utilization of identified instructional strategies and other best practices. Will apply revised evaluation and reward system (Charlotte Danielson based). Will work with the District-level TTIPS Support Team to realize improvement in academic achievement by students.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015907	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.

SAISD is responsible for recruiting, selecting and providing oversight of external providers of goods or services to any and all campuses. Applicable, standardized procedures follow.

Recruit. SAISD maintains a database of approved vendors. All have successfully delivered quality goods and/or services to SAISD in the past and have met all contracted deliverables. Periodically, the District will advertise for new vendors in the local newspaper and other means. Interested parties are asked to complete a Request for Qualifications. Vendors found to be qualified and offering quality goods and services at a reasonable price are added to the approved vendors list, whether or not they are actively retained.

Select. SAISD will secure an Independent Contractor to perform work not available from a District employee or department. For the TTIPS grant, SAISD believes only Professional Services will be procured, i.e., Professional/Student Development Training. SAISD typically does not use a competitive bid process for Professional Services contracts of less than $50,000 for a 12-month period; instead, a Request for Qualifications is issued and a qualified, high quality provider is selected from respondents. Standard processes follow. Step One: Insure independent contractor status of potential vendors. District employees may only provide professional services in limited, defined circumstances. Step Two: Determine the scope of service and fee, review offers and evaluate the offers based on fee, quality, timeline, etc. Step Three: Select the service provider with the highest indicators of competence and qualification to perform the services at a fair and reasonable price. Step Four: **All contracts valued in an amount of $25,000 or more will require approval by the SAISD Board.** The Board may pose questions on the process used to select the service provider, the services to be received relative to the fee, the qualifications and competency of the service provider, and the availability of other service providers in the marketplace. Proper documentation of process and considerations must be maintained. Step Five: Obtain approval and execute a contract. After a service provider has been fully vetted and recommended for contracting, the Board of Trustees and its designee(s) must approve and execute the service contract. Work cannot begin until the contract has been approved and executed.

Regardless of goods or services procured, a contract valued at **$50,000 or more** in a 12-month period requires a competitive bidding process. The process includes a notice to the general public of the solicitation, a deadline for the submission of offers, the use of discretion to evaluate the offers, and the selection of a service provider(s) offering the best value to the District. **Unless specifically set forth in Board Policy, exemptions from the competitive process must be approved by the Board of Trustees.**

SAISD understands that, because federal funds will be used to pay for contracted services delivered as part of the TTIPS grant, federal procurement standards will supersede District policy.

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

Currently, SAISD uses a Balanced Scorecard approach to evaluate the work of Independent Contractors. A Likert scale (1-Unsatsifactory to 5-Excellent) rates vendors on their contributions to the school's goals and desired outcomes for the project, program or service the vendor is involved in. Over the next school year, SAISD intends to begin using Amplifund Full Cycle for administering and monitoring Professional Service contracts and other grant-related activities. Amplifund is an integrated software program that streamlines tracking functions by establishing a central hub for documentation and key data. Federal regulations are encompassed within the system to support compliance by internal and external sources. The system has unique customization features to enable non-recurring data capture and support adherence to contract terms. Automated reporting will keep responsible SAISD staff informed of contract performance and compliance issues on a rapid cycle.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015907	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.

SAISD uses Balanced Scorecard methodology to monitor annual goals for student achievement on state assessments (reading/language arts and math) as well as other leading indicators and outcomes. The District developed the Balance Scorecard to answer key questions regarding the impact of instructional programs and services for students, teachers, leaders and administrators, including:

• How many students participated?

• What type of professional development was provided and to what benefit?

• What activities occurred or student services were provided?

• What was accomplished and for whom?

• Were desired outcomes delivered?

• Were applicable rules and regulations followed?

The components of the Scorecards can be individualized and the content continuously updated to document program operations, changes and results over time. A common format is used, as follows.

I. **Knowledge**: overarching goals; changes or adjustments during the course of the program or activity; compliance with rules and regulations; critical thinking and creative approaches beyond standard implementation; challenges to implementation; and methods of supporting sustainability.

II. **Budget**: alignment of activities with expenditures; budget change requests; timelines; budget reports; and, budget monitoring.

III. **Documentation and Communication**: required reports and deadlines; methods of communicating, teaching or sharing information with administrators, teachers, parents, students, or community members; use of verbal and written communication methods and technology to inform target audiences and support varied learning styles for optimal retention.

IV. **Evaluation**: project outcomes; tools or methodology for evaluating impact; target objectives or activities; assessment methods to verify results; and, target audience or targeted participants.

V. **Collaboration**: key stakeholders; resources; and, accomplishments.

Monthly Balanced Scorecard reviews are conducted by responsible parties (i.e., Principals, Department Heads, grant managers, campus leadership teams) to ensure timely adjustments are made and planned outcomes are achieved.

Activities, progress, student achievement and changes to operational procedures are communicated to staff, teachers, campus leaders, students, parents and community members. Communication methods are modified for internal and external audiences, e.g., message boards on the SAISD Intranet for staff vs. postings on the main SAISD website for students, parents and community members. Communication samples are kept on file to document information dissemination efforts regarding program growth, adjustments, etc. Primary vehicles include: newsletters, letters or articles; school morning announcements; media announcements or articles in newspapers; bulletin boards; and meeting notices, agendas and meeting minutes.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015907 | 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.

Douglass Elementary is operating within a state and District-approved **Campus Improvement Plan** that contains over 30 strategies designed to enhance instructional processes, improve student achievement and improve school climate. This framework and the value of the encompassed investments will establish a strong foundation for the implementation of the proposed TTIPS grant. Key supportive strategies and activities follow.

I. Because of the large number of ELL students attending Douglass, bilingual teachers instruct students in their primary language and provide early interventions and developmentally-appropriate practices to support vertical growth of learners. The bilingual teachers train all classroom teachers in the components of the bilingual program, ESL strategies and proven accommodations for ELL students. Bilingual teachers also complete monthly student data reviews, share the results with all campus teachers and make suggestions to support improvement in ELL student achievement.

II. To address under-achievement in reading and strengthen the core reading program, teachers use the research-based Balance Literacy framework with an emphasis on phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Struggling readers receive support through small group instruction and flexible grouping.

III. Grade level planning occurs bi-weekly and is used to review data and student progress. Enhanced strategies are developed as needed for ELL students and under-performing sub populations.

IV. Teachers have implemented the Madeline Hunter Lesson Cycle to guide the writing program. Students write across all subject areas.

V. Teachers have implemented the Madeline Hunter Lesson Cycle to guide the math program. All grade levels use the problem-solving process of UPSC -- Understand, Plan, Solve, Check. Scaffolded strategies include Guess and Check, Solve a Simpler Problem, Make a Table or Chart, Look for a Pattern, Use the Formula Chart, Act Out the Problem, Use a Number Sentence, Work Backwards, Draw a Picture or Diagram, Use Logical Reasoning, Brainstorm, and Make An Organized List. Rigor is progressively increased to include problem solving and writing components.

VI. Science and social studies concepts are integrated across content areas.

VII. The School Counselor leads a team that closely monitors student attendance and intervenes as needed, including meeting with high-risk students every week. The Counselor also works with the PBIS team to create incentives to increase attendance.

VIII. Vetted and approved external organizations provide mentoring with students.

IX. The Response to Intervention (RtI) process is used to identify students in danger of failure and deliver tiered instructional support.

X. Counseling resources are prioritized to address students' most significant social, emotional, and behavioral needs.

XI. Teachers are prepared with the skills needed for technology-based learning, collaborating, and communicating. Teachers integrate technology in all subject areas.

XII. A Parent & Family Liaison is responsible for engaging parents, families and the community and assisting in the attainment of District goals through a strong parent and community involvement program.

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Schedule #14—Management Plan (cont.)

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

Part 4: Sustainability and Commitment (cont). 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.

XIII. Teachers provide differentiated instruction for special education students to ensure implementation of IEPs, modification of accommodations when needed and curricula alignment.

XIV. Annual training in the use of the iData Portal is offered to parents to facilitate their access to and use of student data and to signal the need for in-home instructional supplementation and homework help.

XV. The Principal, teachers and support staff use campus-wide safety plans, Positive Behavior Intervention Support and discipline strategies to promote a safe, positive school climate. The PBIS team conducts monthly meetings to discuss strategies to improve student behavior in the cafeteria, hallways, and restrooms.

Additionally, Douglass Elementary was awarded a **Title 1, 1003a** grant to support improvement in the school's standing with the eight Critical Success Factors. The specific strategies to be conceptualized, developed and evaluated with grant funding address critical barriers to school reform implementation, including interventions to: improve achievement by special education students; reduce absenteeism; address high student mobility rates and the effects on classroom instruction; improve school climate; improve parental involvement with the school, and recruit and retain qualified educators.

Ensuring coordination and alignment of all school reform initiatives (including TTIPS) and maintaining continuous buy-in by teachers and campus leaders will be the responsibility of a Cabinet-level TTIPS Support Team, led by the Deputy Superintendent. During monthly meetings, the Team will review data regarding student achievement using a rubric of TTIPS outcomes and improvement strategies. A continuous improvement framework will enable rapid problem identification and remediation, e.g., instances when multiple grants become conflicting rather than aligned. Key questions will frame the Team's work, i.e., the effects of professional development on student achievement, and the members will be authorized by the Superintendent to make rapid cycle changes as needed to ensure all grants meet or exceed expectations and contract requirements.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015907 | 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.	. Improvement in student performance on annual state assessments compared to 2013-14 baselines. . Number/frequency of changes in lesson plans based upon review of student data. . Addition of before/afterschool learning opportunities.	1.	Improved academic performance, reading and math by all students and subpopulations, especially ELL students.
		2.	Use of data to drive instruction.
		3.	Increased learning time.
2.	. Results of annual principal evaluation using Charlotte Danielson-based tools. . Results of annual teacher evaluation using Charlotte Danielson-based tool. . Improvement in student performance on state assessments compared to 2013-14 baselines.	1.	Increased leadership effectiveness.
		2.	Improved teacher quality.
		3.	
3.	. Hours of on-campus family activities compared to 2013-14 baselines. . Number of in-school parent or community volunteers compared to 2013-14 baselines.	1.	Improved family and community engagement.
		2.	
		3.	
4.	. Annual hours of professional development compared to 2013-14 baselines.	1.	Increased professional development.
		2.	Improvements in teacher quality and instructional impact attributable to implementation of Lab School model in Year 2.
		3.	
5.	. Number of disciplinary referrals compared to 2013-14 baselines. . Average daily attendance compared to 2013-14 baselines.	1.	Improved school climate.
		2.	
		3.	

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 015907 | 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.

To ensure the TTIPS strategies are delivered with fidelity and high-impact, SAISD has developed a structured approach to evaluation that combines formative and summative measurement per a CIPP model, as follows.

Context: Complete an examination and description of the context of the program to include conducting a needs and goals assessment, determining program objectives, and determining whether the program objectives will be sufficiently responsive to the identified needs. The campus CNA will be an integral part of the context analysis and will help inform planning decisions.

Input: Provide a description of the components of effective implementation as defined by Principals, school leaders and the TTIPS Support Team and a description of the resources necessary for implementation.

Process: Complete an examination of how the program is being implemented, identifying any defects in procedural design, and providing feedback to program managers. Douglass Elementary staff will collect documentation of staff professional development, planning meetings, and other artifacts as appropriate to monitor and inform program implementation. To aid in data collection, SAISD has unprecedented access to an extensive data warehouse that allows longitudinal data analysis at the student, campus, and District levels. Additionally, the campus will update procedures as needed to collect qualitative data and artifacts unavailable in the District data warehouse. Periodic data readings are scheduled into the measurement process. For example, grades are reviewed after each grading cycle allowing for refinements to instructional strategies. This ensures problems with program delivery are quickly identified and corrected, and builds the practice of implementation adjustment into the process.

Product: Determine and examine the general and specific outcomes of the program, measuring anticipated outcomes, attempting to identify unanticipated outcomes, assessing the merit of the program and conducting a retrospective benefit/cost assessment.

With this approach, SAISD will be able to quantify the degree to which Douglass Elementary is meeting TTIPS requirements, the effectiveness of the proposed interventions and strategies on the academic achievement of students and the quality of teaching and leadership resources on the campus, and, the cost of sustaining the approach over time. Evaluation methods to be used to generate this analysis are: a) summarize the major components of the initiative; b) describe the characteristics of the Douglass students (including any enrollment, attendance, and performance trends) and instructional personnel (including measures of effectiveness); c) compile a review of the most current research on instructional programs, with the focus on program implementation and proven strategies; d) assess the level of program implementation (intended versus actual) with specific metrics described in Schedule #15, Part 1; e) assess the achievement level of program students based on the amount of growth in performance and their performance on State assessments using the specific metrics described in Schedule #15, Part 1; and, f) prepare a summary of findings with recommendations for program managers as well as Douglass and District administrators.

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

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

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

County-district number or vendor ID: 015907 | 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
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. Create math lessons that: feature people, places and events from the Douglass community; can be scaffolded and extended using video lessons; and feature a companion parent training component to extend learning into the home.	08/14	07/17
			B. Provide monthly professional development training in reading (including training in use of Istation tools with fidelity) and math instruction and bi-weekly extended pullouts for lesson creation aligned to campus needs and state standards.	08/14	07/17
			C. Provide BOY training in SIOP to support improvement in academic achievement by ELL students.	08/14	08/14
			D. Expand the benefit of Year 1 professional learning by partnering with a college or university to create/become a lab school in Years 2 and 3. (Sequence=School will make site visits to model LAB SCHOOLS and issue an RFQ in Year 1, campus team will evaluate and select college or university to partner with in Years 2 and 3, selected post-secondary institution, campus leaders and SAISD TTIPS Support Team will design program and deliverables)	08/14	05/17
			E. Create accelerated learning opportunities for Tier I students using AVID approaches, student reading maps, small group instruction and technology.	08/14	07/17

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			F. Employ a Reading Specialist with Bilingual Concentration to work with small groups throughout the day building reading skills; initial focus will be on 1st grade, expanding to other grades as needed.	08/14	12/14
			G. Expand partnership with San Antonio Youth Literacy to train parents as reading mentors for 2nd grade students.	08/14	07/15
			H. Ensure all students have access to digital books, Istation and reading passages with assessments on tablet devices.	08/14	07/17
			I. Ensure Tier III students exceed 90 minutes per week on Istation.	08/14	07/17
			J. Align afterschool program with enrichment activities targeting students who are struggling in reading and/or math and compensate teachers for creating enrichment lessons and staffing afterschool program.	08/14	07/17
			K. Launch the Douglass Learning Channel featuring video lessons developed in correspondence to the learning needs of students; involve students, parents, local churches, community groups and businesses in content development and presentation; and, train parents and students in using this resource in and out of school.	08/14	06/15
		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. Align K-5 math and reading using digital daily check ins on tablet devices, bi-weekly assessments created by vertical teams, and ongoing data tracking by TEKS.	08/14	07/17
			B. Design or purchase a data tracking application to assess student progress by grade level, sub population and RTI group; data will be captured in reading and math on a daily basis through digital assessments accessible with tablet devices.	08/14	06/15

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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
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. Create a vertically aligned data collection system.	08/14	06/15
			B. Hire substitutes to enable vertical teams to meet on a monthly basis to review data and develop responsive lesson plans.	08/14	07/17
			C. Enable K-5 students to use tablet devices to track their data, set goals and reflect on learning using written, audio and/or video expressions; make 2nd-5th grade students responsible for using their data to share information with their parents during teacher/parent meetings.	08/14	07/16
			D.		
			E.		
		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. Streamline the process of gathering, manipulating and processing data to improve differentiated instruction based on individual student needs.	08/14	07/17
			B. Create campus based assessments for K-5 reading and math and use technology to score assessments and analyze scores based on standard criteria.	08/14	07/17
			C. Implement a standards-based professional development series focused on data analysis, strategic planning, differentiated instruction, and lesson delivery for math and reading teachers.	08/14	07/17
			D. Implement a standards-based professional development series focused on RTI implementation for struggling students.	08/14	07/17

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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.	*Provide name and date of hire for principal or date of anticipated replacement: Principal has been at campus less than 2 years*	Not Applicable	
		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. Transition to Charlotte Danielson Framework for principal evaluation.	08/14	12/14
			B. Evaluate Principal and campus leadership on student growth per state assessments in reading and math, surveys, and attendance and behavior data.	01/15	07/17
			C. Obtain input from teachers and principals regarding evaluation components and weights.	08/14	10/14
			D. Complete weekly walkthroughs by Principal and campus leaders to provide immediate feedback on practice and arrange accelerated professional development when needed.	08/14	07/17
			E. Attend two leadership conferences per year related to campus needs, e.g., Advancing Improvements in Education.	08/14	07/17
			F. Create surveys for parents, teachers and students to complete every 9 weeks regarding progress and areas needing improvement; share information with Campus Leadership Team and the community (school website, hard copies).	08/14	07/17
			G. Make a State of the School Report to the community every 9 weeks focused on school performance data (live presentations and video link on	10/14	07/17

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			the school website); survey community perceptions afterwards and consider results in Principal evaluation process.		

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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. Evaluate Principal and campus leadership on student growth per state assessments in reading and math, surveys, and attendance and behavior data; reward goal achievement.	01/15	07/17
			B. Make a State of the School Report to the community every 9 weeks focused on school performance data (live presentations and video link on the school website); survey community perceptions afterwards and consider results in Principal evaluation process.	10/14	07/17
			C.		
			D.		
		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. Obtain District permission to hire additional staff and provide no-fault transfers (up to 25% of staff) for teachers unwilling to support transformation components.	08/14	10/14
			B. Purchase the technology required to enable a check out system for in-home use of tablets by Tier I students and students needing supplemental learning to improve reading and math performance, e.g., in-home use of Istation.	08/14	06/15
			C.		

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			D.		

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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 an afterschool program that extends the school day by 2 hours and features academic enrichment aligned with classroom instruction, art and sports activities.	08/14	12/14
			B. Provide enriched afterschool instruction to students identified as struggling learners (emphasis on Tier II) in reading, math and/or another subject in which they have not demonstrated mastery.	01/15	07/17
			C. Hire teachers and others as afterschool tutors in math and reading; provide job-embedded professional development to teachers of other subjects to enable proficiency as reading or math tutors.	01/15	07/17
			D. Increase in-home use of Istation by extending SAISD out-of-school use license to encompass all elementary grade levels and creating a lend library of tablets for families without home access to computers and/or Internet.	01/15	07/17
		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. Use the Douglass Learning Channel to enable out of school learning by students, helping them reach their self-set goals in math and reading.	01/15	07/17
			B. Make greater use of Istation afterschool, e.g., on-campus activities and access, to rapidly accelerate reading skills.	01/15	07/17
			C.		
		3. Provide Additional time for instruction in	A. Include arts and sports activities in afterschool program.	08/14	07/17

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		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.	B.		
			C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. Hold monthly meetings for planning and data review for all K-5 teachers.	08/14	07/17
			B. Provide a ½ day extended planning session every two weeks to enable teachers to create lessons aligned with horizontal and vertical campus needs and state standards and identify opportunities for extending instruction during afterschool activities.	08/14	07/17
			C.		

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907 | 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 Parent / Community Engagement	*Ongoing Family and Community Engagement*	1. Provide ongoing mechanisms for family engagement	A. Provide monthly afterschool activities with families to engage all ages in learning activities, e.g., ESL and GED classes, parent support groups, teaching reading and math at home; videotape content and place on the Douglass Learning Channel for parents who cannot attend.	08/14	07/17
			B. Schedule motivational speakers to share their expertise and experiences with students.	08/14	07/17
			C. Partner with a local college or university to create a LAB SCHOOL that supports school reform, professional development, family engagement and ongoing student success.	06/15	07/17
			D. Add desktop computers to the Douglass Parent Room and provide technology training for parents every quarter.	08/14	07/17
			E. Establish a Parent-Teacher Organization.	08/14	12/14
		2. Provide ongoing mechanisms for community engagement	A. Strengthen existing partnerships with area churches, businesses and non-profits, including San Antonio Fighting Back, Mt. Zion Church, Douglass Alumni and neighborhood associations.	08/14	07/15
			B. Make a State of the School Report to the community every 9 weeks focused on school performance data (live presentations and video link on the school website); survey community perceptions afterwards and use results to strategize improvements in relationships when needed.	08/14	07/17

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			C. Install a digital marquee to inform and engage the community in Douglass' activities.	08/14	07/15
			D.		
			E.		

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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. Ensure teachers receive high-quality, targeted professional development training in classroom management from Region 20 and similar sources.	08/14	01/15
			B. Partner with a university to create a LAB SCHOOL, ensuring the consistent availability of professional development in research based instructional practices.	06/15	07/17
			C. Contract with Communities in Schools to provide case management support to students and families, diminishing barriers to learning and improving school climate.	08/14	07/17
			D.		
			E.		

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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. Implement Charlotte Danielson evaluation system for teachers and provide sufficient professional development to enable teachers to understand and demonstrate their competencies through the framework.	08/14	07/17
			B. Create a system that allows all teachers to view all walkthroughs so they can learn from one another.	08/14	07/17
			C.		
			D.		
			E.		
			F.		
			G.		
			H.		

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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. Include goal setting, student growth and longitudinal cohort tracking in teacher evaluations conducted at the end of each 9-week grading period.	08/14	07/17
			B. Differentiate evaluation components based upon teacher status, i.e., new teacher, veteran teacher, growth plan.	08/14	07/17
			C. Form a sub-committee to develop an equitable incentive/reward system for teachers who have increased student achievement.	08/14	12/14
			D.		
		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. Provide ongoing professional development in math and reading instructional practices.	08/14	07/17
			B. Develop campus walkthrough system using tablets to support instructional practices and offer guided feedback.	08/14	07/17
			C. Provide intervention training for math and reading teachers.	08/14	07/17
			D. Partner with a college or university to establish a LAB SCHOOL offering rich and timely professional development.	08/15	07/17
			E.		
			F.		

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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*	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. Form a sub-committee to develop an equitable incentive/reward system for teachers who have increased student achievement.	08/14	12/14
			B. Provide opportunities through LAB SCHOOL partnership for high performing teachers to receive their Masters, PhDs, specializations, or become Master Teachers in their content areas.	07/15	07/17
			C.		
			D.		

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

County-district number or vendor ID: 015907	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.

SAISD has completed multiple activities and initiatives preparatory to or complementary of implementation of the Transformation Model at Douglass Elementary. Primary to this effort has been SAISD's successful implementation of two cycles of TTIPS grants. The experiences of Cycle 1 campuses, Sam Houston High School and Fox Tech High School, have provided critical lessons in successful implementation and in overcoming barriers to student achievement in innovative, sustainable ways. The results have been impressive. Sam Houston has demonstrated significant improvement in school climate, drops in disciplinary referrals and improvements in both state assessment results and graduation percentages. Fox Tech was awarded Blue Ribbon School status and moved out of the "Academically Unacceptable" category as a direct result of the TTIPS investments and strategies. Many of the improvements realized at both campuses were technology-driven; as a result, SAISD has elected to use the requested TTIPS funding to introduce technology rich instructional programs at the elementary level to jump-start school reform and improvement. This approach is fully consistent with the Transformation Model and is expected to rapidly improve student achievement at Douglass Elementary.

Another enabling activity has been SAISD's completion of an annual Campus Needs Assessment to identify areas requiring improvement and the creation of an aligned Campus Improvement Plan (CIP). Examples, fully detailed in Schedule 14, include: bilingual teachers instruct students in their primary language and provide early interventions and developmentally-appropriate practices to support vertical growth of learners; teachers use the research-based Balance Literacy framework and struggling readers receive support through small group instruction and flexible grouping; grade level planning occurs bi-weekly and is used to review data and student progress and develop enhanced strategies are for ELL students and under-performing sub populations; teachers have implemented the Madeline Hunter Lesson Cycle to guide the writing and math programs; science and social studies concepts are integrated across content areas; the School Counselor leads a team that closely monitors student attendance and intervenes as needed; vetted and approved external organizations mentor students; teachers are prepared with the skills needed for technology-based learning, collaborating, and communicating; and, a Parent & Family Liaison engages parents, families and the community to assist Douglass staff in attaining District goals. These in-place resources will form a strong foundation for the overlay of the proposed TTIPS strategies and activities.

SAISD also has designed an approach to the proposed TTIPS grant that will enable Douglass Elementary to meet all outcomes, fully realize the benefits of a Transformation Model and sustain this benefit for decades to come. The cornerstone will be conversion of Douglass to a Lab School format. As previously described, in Year 1, the Douglass Principal and a campus team will develop a Request for Qualifications that will give regional colleges and universities the opportunity to propose a Lab School partnership with Douglass and SAISD. The selected post-secondary institution will work with Douglass staff during Years 2 and 3 to implement a PD and technology rich model designed to yield highly effective teachers with the capacity to rapidly identify and address student learning needs. Before the RFQ is issued, the Douglass Principal and key staff will visit other successful Lab School campuses to determine the partnership and operational components most predictive of success.

Lab Schools can be easily implemented within a Transformation Model and are inherently supportive of sustainability. By definition, Lab Schools include continuous, high impact professional development, coaching and inspiration for classroom teachers and campus leaders. As skill levels increase and new, innovative instructional practices become commonplace, founding teachers will share their capacities and methods with new teachers assigned to Douglass. This will build a base of durable, lasting instructional assets that self-replenish year after year at no additional cost to the District. SAISD is committed, however, to maintaining all proven professional development strategies that accrue from the Lab School experience to ensure future fidelity to the approach.
Finally, the previously described TTIPS Support Team, led by the Deputy Superintendent, will ensure SAISD builds any capacity needed throughout TTIPS implementation at Douglass Elementary. The Team has been authorized by the Superintendent to allocate or re-allocate resources as needed to support approaches or activities that are working and demonstrably supporting school reform. The processes encompassed within the Texas Accountability Intervention System Framework (data analysis, needs assessment, improvement plan, implement and monitor) will be used.

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

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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.

Not applicable.

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Schedule #18—Equitable Access and Participation

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

No Barriers

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

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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

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

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

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

Barrier: Gang-Related Activities

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

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish 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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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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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.)

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

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

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