Texas Education Agency
Standard Application System (SAS)

2015–2020 Texas Title I Priority Schools, Cycle 4

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:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	Place date stamp here. Received Texas Education Agency 2015 AUG 20 PM 4:56 Document Control Center Grants Administration
Submittal information:	**Six** complete copies of the application, 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:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
MANOR ISD	227-907	MANOR EXCEL ACADEMY/002	00

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
1746003097	13	TX-010	050223239

Mailing address	City	State	ZIP Code
10335 US HWY 290E	MANOR	TX	78653

Primary Contact

First name	M.I.	Last name	Title
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Secondary Contact

First name	M.I.	Last name	Title
CHRISTOPHER		HARVEY	FEDERAL PROGRAMS COOR.
Telephone #	Email address		FAX #
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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
KEVIN		BRACKMEYER	SUPERINTENDENT
Telephone #	Email address		FAX #
512-278-4002	KEVIN.BRACKMEYER@MANORISD.NET		

Signature (blue ink preferred) Date signed

Only the legally responsible party may sign this application.

701-15-107-089

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 227-907	Amendment # (for amendments only):
Part 3: Schedules Required for New or Amended Applications	

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

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

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100) – SEE **NOTE**	See Important Note for Competitive Grants*	☐
8	Professional and Contracted Services (6200) – SEE **NOTE**		☐
9	Supplies and Materials (6300) – SEE **NOTE**		☐
10	Other Operating Costs (6400) – SEE **NOTE**		☐
11	Capital Outlay (6600/15XX) – SEE **NOTE**		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

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

Part 1: Required Attachments

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

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

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

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

Part 3: Program-Specific Provisions and Assurances

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

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	The LEA/campus provides assurance that if it selects to implement the **transformation model**, the campus will meet all of the following federal requirements: 1. Develop and increase teacher and school leader effectiveness. (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- i. Take into account data on ***student growth*** as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and ii. Uses the definition of ***student growth*** as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable

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across classrooms.

iii. Are designed and developed with teacher and principal involvement;

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

(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

2. Deliver comprehensive instructional reform strategies.

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

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

3. Increase learning time and creating community-oriented schools.

(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:

i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.

iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

(B) Provide ongoing mechanisms for family and community engagement.

4. Providing operational flexibility and sustained support.

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

(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).

8. The LEA/campus provides assurance that if it selects to implement the **Texas state-design model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an ***Early College High School*** (ECHS). In doing so, the LEA/campus will implement the following:

1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.

2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.

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

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4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.

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

   Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:

   (A) Partnership between the school district and an institute of higher education (IHE) that:
      i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
      ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
      iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
   (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
   (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016

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

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.
   Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
   (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate

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degree.

(B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.

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

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

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

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

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

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:

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

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

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

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

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

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

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

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an

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elementary school, the campus will implement in accordance with the following federal requirements:

1. Offer full-day kindergarten.

2. Establish or expand a high-quality preschool program.
   A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
   (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
   (B) High-quality professional development for all staff;
   (C) A child-to-instructional staff ratio of no more than 10 to 1;
   (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
   (E) A full-day program;
   (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
   (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
   (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
   (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
   (J) Program evaluation to ensure continuous improvement;
   (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
   (L) Evidence-based health and safety standards.

3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.

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

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

6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
   (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
   (B) Are designed and developed with teacher and principal involvement;

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

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

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educators.

9. Use data to identify and implement an instructional program that is:
   (A) Research-based;
   (B) Developmentally appropriate;
   (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
   (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.

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

11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
   (A) Aligned with the school's comprehensive instructional program
   (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.

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

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

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

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

10. The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
   (A) Screen all existing staff and rehire no more than 50 percent; and
   (B) Select new staff

3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

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6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;

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

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

9. Provide appropriate social-emotional and community-oriented services and supports for students.

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

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

1. Implement an evidence-based whole-school reform in partnership with a model developer.
   (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.

2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
   (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
   (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
   (C) A study which used a large sample and multi-site sampling.

3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.

4. The whole-school model must implement the model for all students in the school.

5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
   (A) School leadership
   (B) Teaching and learning in at least one full academic content area
   (C) Non-academic supports for students
   (D) Family and community engagement

12. The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements:

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	1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. 2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by: (A) significant improvement in academic achievement (B) success in closing achievement gaps either within a school or relative to other public schools (C) High school graduation rates (D) No significant compliance issues in the areas of civil rights, financial management and student safety. 3. Enroll, within the grades it serves, any former student who wishes to attend the school. If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
13.	The LEA/campus provides assurance that if it selects to implement the **closure model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **Rural LEA applicant** may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html
15.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements: 1. Implement an evidence-based whole-school reform in partnership with a model developer. (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation

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	with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	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.
19.	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.
20.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
21.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
22.	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.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #4—Request for Amendment

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

Part 1: Submitting an Amendment

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

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

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

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

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

Revised Annual Budget Breakdown					
Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
$	$	$	$	$	$

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Schedule #4—Request for Amendment (cont.)

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

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary

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

Provide a brief overview of the program you plan to deliver.
Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation**, and **sustained reform**.
Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

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

Manor Independent School District is committed to achieve the foundational pursuits of a school improvement undertaking, ensuring programming accelerates achievement, buildings systems of transformation, and all efforts of reform are sustainable.

Recently, Manor ISD adopted a new motto and mission. Our motto is "every student, One Mission, Our Future." Our mission statement is: "together we will ensure the social, emotional and academic development of every student so they will become successful, responsible citizens and quality contributors."

We are committed to:

- Responsibility – honesty, integrity, transparency, strong work ethic, high morals & standards
- Respect – honor self, one another, the district, and the community
- Culture – positive community, diversity, collaboration, standard of excellence, "Team Manor"
- Service – quality customer service, effective communication
- Discovery – all stakeholders are lifelong learners, continuous improvement, and innovative practices

Our district leadership team and school board members recently had a retreat to address the major areas of need. We established goals and priorities, and then we created a list of urgent tasks. Our focus was turned towards our two Title I Priority School campuses, Decker Elementary & Manor Excel Academy. We talked about the sense of urgency to redistribute resources, staff, and systems to ensure success for those campuses.

Organization & Communication Structures
The DCSI will work closely with the TTIPS funded campus, meeting 1-2 times weekly at the campus with the teachers and leadership team. Other structures in place is the District PSP, Federal Programs Coordinator, and external providers that will meet with campus leadership monthly and maintain effective communication with the district executive cabinet, ensuring the campus continues to receive support with a sense of urgency. Manor ISD has already committed local and existing state and federal program dollars to provide additional staff, resources, and professional development.

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Schedule #5—Program Executive Summary (cont.)

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

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

The TTIPS grant will increase effectiveness of district supports and help the campus staff reach their goal of being removal from the Texas Title I Priority and Focus School list. The following are assurances provided by the district and predicted outcomes from the award of TTIPS funds:

- The district had granted organizational flexibility for hiring practices and professional development needs
- The district has provided additional teachers to reduce class size
- The District School Improvement Director and other contracted agencies will work together to transform the campus with proven whole-school reform models
- The grant will provide more counselor support for non-academic barriers to learning
- The grant will employ an evidence-based intervention service, such as Sylvan Learning, to provide addition learning time before, during, and/after school through research-based academic interventions
- The grant funds will provide the necessary funding to provided accelerated instruction to help students academically behind, early learning interventions, and training to support improved Tier I classroom instruction and interventions.
- The grant funds with all for the necessary staff development specific to the campus needs, travel to best practice conferences and professional development
- The grant funds will support parental involvement and engagement activities; which are known to help increase student achievement.

The five-year grant period allows the district enough time to pan to sustain the programs efforts in place through TTIPS funding. Over the next five years Manor ISD is expecting to see above 5% growth. We are already planning to open 2-3 schools in the next three years. We are expecting an increase in student population which means an increase in revenue. Funds will be set aside to sustain staffing and programs needed to maintain the predicted academic success. In addition, the district will hire a grant writer to provide external funding sources to support current and new initiatives.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 227-907	Amendment # (for amendments only):
Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	
Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	Fund code: 276

Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre-award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	$122000	$	$	$362000	$	$362000	$	$362000	$	$362000	$	$1200000
#8-Professional and Contracted Services	6200	$120000	$	$	$443000	$	$243000	$	$60000	$	$60000	$	$926000
#9-Supplies and Materials	6300	$15000	$	$	$30000	$	$30000	$	$30000	$	$30000	$	$135000
#10-Other Operating Costs	6400	$12500	$	$	$25000	$	$25000	$	$25000	$	$25000	$	$112500
#11-Capital Outlay	6600/ 15XX	$	$	$	$	$	$	$	$	$	$	$	$
Consolidate Administrative Funds			☐ Yes ■ No										
Percentage% indirect costs (see note):		N/A	$	N/A	N/A	$	N/A	$	N/A	$	N/A	$	$
Grand total of budgeted costs (add all entries in each column):		$269500	$	$	$860000	$	$660000	$	$477000	$	$477000	$	$2373500

Administrative Cost Calculation

Enter the total grant amount requested:	$2373500
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:	$118675

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than $2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional										
1	Instructional Coach	100	1	$	$	$50000	$50000	$50000	$50000	$200000
2	AVID Elective Teacher	100	1	$	$	$50000	$50000	$50000	$50000	$200000
3	Tutor			$	$	$	$	$	$	$
Program Management and Administration										
4	Grant Coordinator	100	1	$30000	$	$50000	$50000	$50000	$50000	$200000
5	Title			$	$	$	$	$	$	$
6	Title			$	$	$	$	$	$	$
Auxiliary										
7	PIEMS Specialist	100	1	$	$	$30000	$30000	$30000	$30000	$120000
8	Title			$	$	$	$	$	$	$
9	‖ FORMTEXT Title			$	$	$	$	$	$	$
Other Employee Positions										
10	Social Worker	100	1	$	$	$40000	$40000	$40000	$40000	$160000
11	College & Career Coord.	100	1	$	$	$50000	$50000	$50000	$50000	$200000
12	Title			$	$	$	$	$	$	$
13	Subtotal employee costs:			$30000	$	$270000	$270000	$270000	$270000	$980000
Substitute, Extra-Duty Pay, Benefits Costs										
14	6112 Substitute pay			$5000	$	$5000	$5000	$5000	$5000	$25000
15	6119 Professional staff extra-duty pay			$60000	$	$60000	$60000	$60000	$60000	$60000
16	6121 Support staff extra-duty pay			$	$	$	$	$	$	$
17	6140 Employee benefits			$27000	$	$27000	$27000	$27000	$27000	$135000
18	61XX Tuition remission (IHEs only)			$	$	$	$	$	$	$
19	Subtotal substitute, extra-duty, benefits costs			$92000	$	$92000	$92000	$92000	$92000	$220000
20	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$122000**	**$**	**$362000**	**$362000**	**$362000**	**$362000**	**$1200000**

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 Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

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

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$	$	$	$	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$	$	$	$	$	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$	$	$	$	$	$

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	Whole School Reform Model – Contracted with ISA	☐	$100000	$	$200000	$	$	$	$300000
2	Instructional Interventions services - Sylvan Learning	☐	$	$	$183000	$183000	$	$	$366000
3	Restorative Justice Training & Services – Life Anew	☐	$20000	$	$60000	$60000	$60000	$60000	$260000
4		☐	$	$	$	$	$	$	$
5		☐	$	$	$	$	$	$	$
6		☐	$	$	$	$	$	$	$
7		☐	$	$	$	$	$	$	$
8		☐	$	$	$	$	$	$	$
9		☐	$	$	$	$	$	$	$
10		☐							
b.	Subtotal of professional services, contracted services, or subgrants:		$120000	$	$443000	$243000	$60000	$60000	$926000
a.	**Subtotal of professional and contracted services requiring specific approval:**		$	$	$	$	$	$	$
b.	**Subtotal of professional services, contracted services, or subgrants:**		$	$	$	$	$	$	$
c.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**		$	$	$	$	$	$	$
	(Sum of lines a, b, and c) Grand total		$120000	$	$443000	$243000	$60000	$60000	$926000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 227-907

Amendment number (for amendments only):

Expense Item Description

	Technology Hardware—Not Capitalized											
	#	**Type**	**Purpose**	**Quantity**	**Unit Cost**	**Year 1**	**Year 1 Pre-Award**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Total Budgeted Across all Years**
6399	1				$	$	$	$	$	$	$	$
	2				$							
	3				$							
	4				$							
	5				$							
6399	Technology software—Not capitalized					$	$	$	$	$	$	$
6399	Supplies and materials associated with advisory council or committee					$	$	$	$	$	$	$
	Subtotal supplies and materials requiring specific approval:					$	$	$	$	$	$	$
	Remaining 6300—Supplies and materials that do not require specific approval:					$15000	$	$30000	$30000	$30000	$30000	**$1350000**
	Grand total:					$15000	$	$30000	$30000	$30000	$30000	**$135000**

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 227-907

Amendment number (for amendments only):

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$	$	$	$	$	$	$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$	$	$	$	$	$	$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	$	$	$	$	$	$	$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	$	$	$	$	$	$	$
6429	Actual losses that could have been covered by permissible insurance	$	$	$	$	$	$	$
6490	Indemnification compensation for loss or damage	$	$	$	$	$	$	$
6490	Advisory council/committee travel or other expenses	$	$	$	$	$	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$	$	$	$	$	$	$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$	$	$	$	$	$	$
	Subtotal other operating costs requiring specific approval:	$		$	$	$	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$12500	$	$25000	$25000	$25000	$25000	$112500
	Grand total:	$12500	$	$25000	$25000	$25000	$25000	$112500

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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

County-District Number or Vendor ID: 227-907

Amendment number (for amendments only):

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

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX—Library Books and Media (capitalized and controlled by library)										
1		N/A	N/A	$	$	$	$	$	$	$
66XX/15XX—Technology hardware, capitalized										
2			$	$	$	$	$	$	$	$
3			$	$	$	$	$	$	$	$
4			$	$	$	$	$	$	$	$
5			$	$	$	$	$	$	$	$
6			$	$	$	$	$	$	$	$
7			$	$	$	$	$	$	$	$
8			$	$	$	$	$	$	$	$
66XX/15XX—Technology software, capitalized										
9			$	$	$	$	$	$	$	$
10			$	$	$	$	$	$	$	$
11			$	$	$	$	$	$	$	$
12			$	$	$	$	$	$	$	$
13			$	$	$	$	$	$	$	$
66XX/15XX—Equipment, furniture, or vehicles										
14			$	$	$	$	$	$	$	$
15			$	$	$	$	$	$	$	$
16			$	$	$	$	$	$	$	$
17			$	$	$	$	$	$	$	$
18			$	$	$	$	$	$	$	$
19			$	$	$	$	$	$	$	$
20			$	$	$	$	$	$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life										
21				$	$	$	$	$	$	$
			Grand total:	$	$	$	$	$	$	$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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

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

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	131		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African-American	33	25.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	87	66.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	7	5.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically Disadvantaged	106	80.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English Proficient (LEP)	25	19.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	8	6.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	N/A		2014-2015 PEIMS report #425; code #C164
Disciplinary Placements in In-School Suspension	N/A		2014-2015 PEIMS report #425; code #C164
Disciplinary Placements in Out-of-School Suspension	N/A		2014-2015 PEIMS report #425; code #C164
Disciplinary Placements in DAEP	N/A		2014-2015 PEIMS report #425; code #C164
Disciplinary Referrals for Truancy	N/A		2014-2015 PEIMS report #425; code #C164
Attendance Rate		62.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual Dropout Rate (Gr 9-12)		12.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual Graduation Rate (Gr 9-12)		62.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	17	53%	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	57	50.4%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		84%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	N/A		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	N/A		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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

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

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Manor ISD has reorganized systems to provide more support for struggling secondary learners. Years ago, the MEA program was expanded to serve more that 150-200 students during the course of a year. The need for MEA has grown due to the migration of struggling learners from Austin ISD, due to financial reasons, to Manor ISD. The district is preparing up to 400 students at Manor Excel Academy.

The majority of the students attending MEA are students who struggle academically, with truancy, risky choices, teen parenting, and challenging home/community situations.

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

Historically, based on AEIS report and TAPR, 60-75% of the students at MEA are Hispanic. 25-35% are African American students. Mobility averages around 20-30% and our SPED population is usually above the allowed percentage.

Most of the staffing allocations have been for instructional purposes. However, MEA has a strong need for clerical support to maintain database systems with fidelity. The TTIPS grant will provide the initial funding for an additional clerical staff to track student data for attendance, behavior, and academics. This person will also ensure data is accurately entered in the PEIMS database system.

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

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

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	28.1		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	15.2	54.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	4.5	16%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	2.5	8.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	5.9	20.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	1	6.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	5	32.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	7.2	47.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	2	13.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	7.7	50.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	3.5	23%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	2	13.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	2	13.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	0		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	52904		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	46335		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	52321		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	59779		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	0	0%	Skyward – Human Resources
Staff with Bachelor's degree as highest level attained	16	47%	Skyward – Human Resources
Staff with Master's degree as highest level attained	17	50%	Skyward – Human Resources
Staff with Doctoral degree as highest level attained	1	3%	Skyward – Human Resources

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

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

Part 4: Staff Demographics- Comments

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

Manor Excel Academy, for the last 3 years has led the district with staff retention. However, staff retention and leadership training for mentor teachers continue to necessary to build the collective efficacy of the campus. Prior to the school year 2014-2015, Manor ISD began the ground work to provide more resources and professional learning opportunities for MEA staff.

The staff is readily focused on increasing student achievement. Efforts have been made to increase staffing for the large increase of students arriving in the 2015-2016 school year.

Other trending data illustrates strong patterns of struggling students transferring from neighboring districts, resulting in a major need for continued social and academic interventions. The poverty in the surrounding community directly impacts the school community. The neighborhood does not have many resources which limits the support teachers can bring into the campus, or refer students and families to, while in the community.

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

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

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
									12	18	34	36	31	131

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
									2	3	3	3	4	15

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Schedule #13—Needs Assessment

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

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus will hold weekly PLC meetings to develop and review data from formative and summative assessments, district benchmarks, universal screeners, state assessments, behavior data, and attendance data.

Manor Excel Academy involved the principal, asst. principal(s), counselor, and instructional/literacy/community specialists to plan key components in the selection of the Early Intervention model. The selection of the model is consistent with the district goals and strategic plan.

Key components included the planning process, timelines, data based decisions, goals and critical strategies important to overall student academic success. With the new principal aboard, efforts will be made to continue to utilize the campus advisory team and campus improvement plan to drive the direction of his leadership.

Specific strategies were designed to get parent input consisted of inviting parents to participate in a Principal Profile survey and Reconstitution plan interview. In addition, our district parent specialist will work closely with the campus to ensure compliance and advance parental involvement and engagement programming. Funds will be provided to assist in attending Parent Involvement conferences.

The faculty and staff also participated in a Principal Profile survey and a Campus Needs Assessment. This data was used to select a new principal and provide feedback on the concerns and needs of the staff and parents.

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Schedule #13—Needs Assessment (cont.)

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

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☐ Transformation
  - ☐ with Rural LEA Flexibility modification
- ☐ Texas State-Design Model
- ☐ Early Learning Intervention Model
- ☐ Turnaround
  - ☐ with Rural LEA Flexibility modification
- ☒ Whole-School Reform
- ☐ Restart
- ☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Manor ISD district leadership team has reviewed the historical data from the campus and determined that the lack of research-based systems opportunities for the Manor Excel Academy community correlated with the declining student achievement patterns and trends. Specifically, iStation data gathered by Manor ISD indicated that students entering first grade for the first time were behind and showed significant academic gaps.

The Whole-School Reform Model seemed to address the main area of need to increase literacy and mathematical fluency. The campus advisory team on each campus in the district reviews the campus needs assessment. Parents and community stakeholders also serve on this team. Parent input was collected during the reconstitution process and we believe this model will help address their concerns. Thus, prior to August 2015, Manor ISD decided to begin the process of identifying whole system reform opportunities to change with the growing number of students (150+ additional students this year) and growth in the Manor community. The campus funding was limited so TTIPS funds are definitely needed to serve all of the students in need within the Manor Excel Academy community. We believe the whole school reform model is best for us, and for sustainable change, so it was decided it was needed to address the academic needs and ultimately close the student academic gaps.

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Schedule #13—Needs Assessment (cont.)

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

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the Implementation of the selected model on an ongoing basis.

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

Each campus in Manor ISD uses a campus advisory team to make suggestions to the campus principal and district leadership team concerning the direction and improvement of the campus. The team is comprised of campus administrations, teachers, para-professionals, students, community liaisons, and parents. Typically, parent surveys, teacher input, assessment data, universal screener data issued to make decisions about program adoption and major intervention systems. Based on the input provided and available to the campus and district leadership teams, Manor ISD moved forward with the selection of the Early Intervention Model.

It was the overwhelming best choice available. Implementing a full day Pre-K and Kindergarten program is a big task for our district. The processes and program requirements will ensure we provide a sound curriculum and implement best practices in our early learning intervention model. This model will help our students that consistently show to be behind and work to decrease the significant learning gaps.

Once the Early Intervention Model is in place, parents, community and important stakeholders will be kept informed on an ongoing basis by utilizing following:

- Progress reports throughout the school year (monthly parent nights)
- Informational parent conferences that will provide specific student academic progress data
- Decker Elementary website postings

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Schedule #14—Management Plan

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

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications	TTIPS Funded
1.	Manor ISD Superintendent	Ensure operational flexibility for hiring, removal of staff, and scheduling	M.S. Education. >10 yrs Experience; Superintendent certificate	
2.	District Coordinator of School Improvement (DCSI) (required)	Work with campus administration & district departments to established goals & objectives; implement improvement plans.	M.S. Education. >10 yrs Experience; Principal certificate	
3.	Federal & State Programs Coordinator	Review campus grant budgets for compliance and to ensure utilization of funds. Local funded position.	M.S. Education. >10 yrs Experience; Principal certificate	
4.	TTIPS Grant Coordinator	Support the coordinator of external service providers, grant program and budget oversight, compliance with TTIPS requirements	B.S. Education. >5 yrs Relate Experience, Teaching certificate	X
5.	Chief Academic Officer	Oversee: Campus Principals, Curriculum & Instruction, Career and Technical Education, Counseling, College Readiness, After-school.	M.S. Education. >30 yrs Experience; Principal certificate	
6.	Math & ELA Executive Coordinator(s)	Provide district-wide curriculum, assessment, and professional development, & teacher induction program	M.S. Education. >12 yrs Experience; Teaching certificate	
7.	Principal, Assistant Principal	Coordinate, evaluate, monitor Program adoption, implementation & compliance for continuous improvement. Local funded position.	M.S. Educational Administration. Principal certification >5 yrs Experience	
8.	Instructional Coach	Accountability/Data Specialist – train staff on, collect, monitor, and present data.	B.S. Education. >5 yrs Experience, Teaching certificate	X
9.	Social Worker	Increase Parental Involvement & support students with none academic issues.	MSW - Social Work. >5 yrs Experience	X
10.	Teacher Leader(s)	Collaborate with staff in the use of quality data to guide instruction.	B.S. Education. >5 yrs experience, Teaching certificate	
11.	AVID Elective Teacher	Coordinate expansion of AVID program to serve more students and provided needed ESL strategies.	B.S. Education. >5 yrs experience, Teaching certificate	X
12.	PEIMS Specialist	Support registrar and attendance specialist with truancy reduction, credit accrual, transcript issues, PEIMS data reporting concerns, data entry.	Associates >5 yrs experience	X

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

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	EXTERNAL PROVIDER
1	**RESTORATIVE JUSTICE:** is a program that emphasizes repairing the harm caused or revealed by criminal behavior. It is best accomplished through cooperative processes that include all stakeholders. It is used to improve school climate, TASB surveys, PBIS walk-throughs, student surveys, & more. Practices and programs reflecting restorative purposes will respond to crime by identifying and taking steps to repair harm, involving all stakeholders, and transforming the traditional relationship between communities and their governments in responding to crime. Some of the programs and outcomes typically identified with restorative justice include: victim offender mediation, conferencing, circles, victim assistance, ex-offender assistance, restitution, and community service. **TTIPS FUNDED**
2	**SYLVAN LEARNING:** will expand intervention capacity by providing reading and math tutorials for Tier III and II students before and after the school day. In addition, Sylvan staff will provide training to classroom teachers on small group instructional strategies each semester during the school year. Sylvan is the leading provider of supplemental education in the nation, with a proven record over thirty years of helping students achieve their full academic potential. Sylvan Learning of Austin is a locally-owned franchise operating six private learning centers and experience managing multiple contracts with local public schools including Austin ISD, Round Rock ISD and IDEA Charter Schools. The Sylvan Director of Educational Partnerships has experience as an assistant principal in a public elementary school. Sylvan tutors will be highly trained college-degreed professionals and may also have a state teaching certificate. In recent years, Sylvan developed programs that can be delivered outside our learning centers to benefit campuses and students who need extra support to reach grade level expectations. Sylvan has provided math and reading tutoring to more than 5,000 Austin ISD students on 12 different Title I primary and secondary campuses during the school day. Since 2009, we have also served students through contracts with the Boys and Girls Clubs, YMCA and Communities in Schools. Results with Sylvan: • Engaged students in classroom and tutorials • Improved test scores During the 2013-2014 school year, the number of 2nd grade students reading on grade level more than doubled at Ortega Elementary School in the Austin ISD, following one school year of Sylvan High Dosage Tutoring in reading. During the 2014-2015 school year, every 9th grader at Eastside Memorial HS in Austin ISD received Sylvan HDT in Algebra I & 84% of these students passed the Algebra I End of Course Exam. These same students grew on average more than 2.8 grade equivalents in one school year as measured by Sylvan pre- & post-tests. **TTIPS FUNDED**
3	**AFTERSCHOOL PROGRAM VENDORS:** The campus leadership team will convene to review the student interests and campus needs assessment to identify types of programs to enrichment students staying for tutorials or students looking for additional campus involvement opportunities. In previous years program providers selected by campus stakeholders found the following programs provided excellent services. The campus team will look to employ/contract with programs such as or similar to: Boys and Girls Club, Badger Dog, Austin Spurs, Girl Start, United Way, Citizen Schools, or Communities in Schools. **TTIPS FUNDED**

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Schedule #14—Management Plan (cont.)

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

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The goal of Manor ISD is to ensure all schools perform at a high level. The district will align hiring, evaluation, and planning processes to ensure enduring project success. The district will also establish a "learning bridge" between targeted schools and high performing schools to ensure teachers and leaders consistently interact with a model environment and practices. There will be widespread training in the key systems to ensure the systems do not exit if key personnel leaves.

District Leadership has established district-wide ownership and accountability for Manor Excel Academy (MEA) by directing all district departments to actively support MEA. The District Coordinator of School Improvement (DCSI) and Coordinator of Continuous Improvement also are assigned to work closely with the campus leadership team to ensure successful implementation of interventions and strategies. The DCSI will provide weekly updates to District Leadership and ensure communication consistently flows to and from stakeholders. Also, the campus Advisory Team consisting of teachers, parents, community members, business members, campus leadership, and district personnel will regularly review programming strategies.

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Schedule #14—Management Plan (cont.)

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

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide 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.

The implementation of the Professional Learning Community (PLC) model will create significant and continuous improvement. Fully implementing the PLC model will ensure that the school will reexamine their mission, vision, and core values, and align those organizational elements to high student achievement. The PLC model will also ensure initial and ongoing professional development around collaboration, identifying essential standards, creating common formative assessments, and providing additional support and extension for students. The PLC model will also strengthen instructional leadership and campus climate by creating shared leadership with teacher team leaders and other stakeholders.

Manor ISD will sustain this effort, by consistently providing in house training to school leaders and teacher leaders in the PLC model, identifying high quality PLC conferences for leaders to attend, and aligning hiring, evaluation and coaching components to the PLC model. The Texas Principal Evaluation and Support System (T-PESS) will be used by Manor ISD to coach and evaluate the school leader. Critical competencies of T-PESS include "The principal implements daily schedules and a year-long plan for regular data-driven instruction cycles..." "The principal monitors multiple forms of student data to inform instruction and intervention decisions to maximize student achievement, and "The principals ensures implementation of state and district curricula and assessments aligned with state standards..." Each of the aforementioned competencies, as well as many others will be self-assessed by the school leader, coached, progressed monitored, and evaluated. The district will also use a teacher evaluation system that aligns to the PLC model.

Resources from this grant and other various grants will ensure that all stakeholders understand the PLC model and its link to increased student achievement, establish a common vocabulary and understanding, are trained and continuously developed in this model, and are financially rewarded for increased student achievement. The ongoing professional development and financial incentive for increased student achievement will positively affect teacher and leader retention.

The district and campus advisory teams will work together with an outside expert to determine the implementation timeline and important benchmarks to monitor. The timeline and benchmarks will be closely monitored by the Superintendent and district leadership. District leadership will also provide consistent feedback and support.

The resources from TTIPS will ensure that this transformation is complete and sustainable. An aligned mission, vision, and values, guaranteed and viable curriculum, ongoing embedded professional development, data driven instruction, and an informed, robust intervention system will become the culture of the school, rather than practices that exit with a few key leaders.

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Schedule #15—Project Evaluation

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

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus leadership team with meet with grade level and department teams to review the data from the previous school year. The staff will review the current students and set a goal based on the current student achievements and deficiencies. Ongoing data review from formative and summative assessments will help guide instruction to ensure goal obtainment. The following protocols will be established:

- Campus Data Analysis by individual teachers and Staff during PLC
- Data to implement small group and stations in order to differentiate
- Ongoing Campus Assessments – formative and summative assessments

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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

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

Academic Programs	Grade Level	Students Served	Test Results
STAAR Math	9th – 12th	200	EOC Fall & Spring data
STAAR ELA	9th – 12th	200	EOC Fall & Spring data

Attendance and grade data will be collected on the district's grading program, Skyward (which also reports on failure, attendance, and other information regarding student performance in classes). Campus administrators will run these reports each grading cycle to determine failure rates by grade, teacher, subject, ethnicity and other demographic factors relevant to assuring all students are successful. In addition, the school will review discipline data on a weekly basis, while the academic teams and the school's dropout prevention and recovery committee will review each week grade, attendance, and discipline reports to promptly identify students in danger of dropping out or losing credit for classes so that they can intervene in a timely manner. Parents will also be empowered by being informed how to use Skyward to monitor, via a computer with Internet access and by cell phone, their student's academic progress and class attendance rates. Climate surveys will be used to assess how well instruction has improved.

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Schedule #15—Project Evaluation (cont.)

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

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

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

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

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Schedule #16—Responses to Statutory Requirements

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

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

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

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

The Federal Program Coordinator (FPC) was hired on July 27, 2015. After leadership training and job orientation, the TTIPS grant was presented as a priority project. The FPC immediately called a meeting with the campus stakeholders to review the campus needs assessments and campus improvement plans. Discussions were centered on interventions that worked and didn't work in the previous school year. Stakeholder input was collected on adjustments to the previously determined unsuccessful interventions.

Reviewing the data and determining the high needs for the campus, it was determined that programming would need to include only evidenced and research-based solutions. Upon determining appropriate vendors, previous success with the school district and surrounding school district was used to give priority for the pool of possible vendors. Another factored considered was feasibility of the organization to support the addition of another organization to its current list of contractors, the ability to support the grant writing process, provide the needed assessment and evaluation related data, and maintained a reputable reputation in the central Texas education community.

When contracting vendors, there is always some risk of underperformance promised. Thus, when selecting a vendor, the campus reviewed multiple years and contract results to determine an average of proven results to make the selection determination.

Upon evaluation of vendors with these criterion, the following vendors emerged: Sylvan Learning, Communities in Schools, Life Anew – Restorative Justice.

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

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

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

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

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

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

Proposed Schedule:

- Standing meeting with all providers (liaisons/proxies) every third Wednesday of the month.
- Other meetings will be scheduled as needed.

Oversight:

- Dr. Eduardo Lozano, Principal: Primary overseer
- Dominique Washington, Asst. Principal: Overseer, proxy when Principal is absent.
- Campus Leadership Team (composed of teachers and other staff): Provide support for oversight by assisting with data analysis and communicating new and ongoing needs of campus to overseers.

Process/Instruments

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

Improving Provider Performance

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

Removing a Provider:

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

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

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

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Collect aggregate student Academic data
2.	Collect aggregate student Discipline data
3.	Create committees to disseminate academic data
4.	Create committees to disseminate discipline data
5.	Create committees to disseminate attendance data
6.	Above stated committees to work together to create strategies to implement academic interventions
7.	Above stated committees to work together to create strategies to address discipline issues
8.	Above stated committees to work together to create strategies to address attendance issues
9.	Above stated committees to monitor academic interventions
10.	Above stated committees to monitor discipline interventions
11.	Above stated committees to monitor attendance interventions
12.	Create Parent/Teacher advisory committee
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

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

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

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

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

The following programs and efforts resulted from these efforts:

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

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

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

Manor ISD will use the TTIPS funds to supplement the efforts already in motion. This includes: providing the campus with a MSW Clinical Social Worker to therapeutic groups on campus, connect students and parents with services at the Manor Mustang Health Center, and increase parent involvement & engagement; hiring instructional coach(es) to disaggregate data, train teachers in instruction strategies and classroom culture best practices, monitor ongoing assessments, training teachers in formative and summative assessment creation & implementation, train teachers in using data during professional learning communities to drive instruction, contracting a program to support student socio-emotional needs like Restorative Justice services; contracting additional academic support with an entity success as Sylvan Learning, a national leader in tutorial services, to increase student academic achievement in reading and math, as well as increase learning time; and provide small group interventions. TTIPS funds will extend the existing services provided by local district funding. Programs not yet created will be started with TTIPS funds and later sustained by district local funds.

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

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

Statutory Requirement 5: Principal Replacement
Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have began at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	N/A
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	N/A

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

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

Statutory Requirement 6: Rural LEA Flexibility
Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the ***option*** to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.
Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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

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

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

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth
Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	N/A
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	N/A
Describe how the evaluation system was developed with teacher and principal involvement:	N/A

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

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

Statutory Requirement 8: Educator Reward and Removal
Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	N/A
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	N/A
Describe the criteria established for educator removal:	N/A

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

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

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students
Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.
These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.
Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Institute for Student Achievement's (ISA) Distributed Counseling personalizes students' experience in schools through the development and implementation of a student advocacy system in which members of the school community support students' academic, social, and emotional development rather that the customary compartmentalization of responsibility for these components of the students' education. ISA supports faculty development and strategies for increasing student engagement in and affliction with the school's instructional and behavioral goals; designing and implementing strategies to personalize students' experiences; and constructing and applying interventions that increase students' opportunities for success an reduce incidents and unproductive behavior; as observed in research-based programs like restorative justice.

ISA collaborates with staff to:

- Build close, caring, trusting relationships between students and teachers
- Implement a student advocacy system whereby every student has an adult/advisor who is his/her go-to person so that there is a positive family partnership and communication with families; as well as other staff and teachers
- Develop and implement a four-year comprehensive advisory curriculum to prepare students for post-secondary education and careers, personal, social, and financial issues; guidance in completing college and financial aid applications, and personal and adolescent issues.
- Build teacher capacity to serve in teacher-as-advisor roles;
- Implement case conferencing and other team problem solving structures with regard to student issues such as restorative justice
- Develop student self-management initiatives such as peer mediation and conflict resolution to help students develop effective and constructive problem solving skills; similar to some practices observed in restorative justice.

ISA will provide continuous professional development for school counselors. There is an ISA Counselor Network that meets formally and informally to discuss issues, trends, and best practices; share strategies; problem solve challenges; and develop curriculum with ongoing support by ISA in conflict resolution, peer mediation, and advisory.

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

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

Statutory Requirement 10: Developing an Early College school-wide strategy
Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an ***Early College High School*** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	N/A
Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:	N/A
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	N/A

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

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

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)
Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an ***Early College High School*** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:	N/A

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

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Statutory Requirement 12: Developing an Early College school-wide strategy (continued)
Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an ***Early College High School*** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:	N/A

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

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

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

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries. Indicate if the campus will partner with community-based provider to deliver the preschool.	N/A
Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	N/A
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	N/A

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

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

Statutory Requirement 14: Screening and Selecting Staff
Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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

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

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

Statutory Requirement 15: New Governance Structure/Turnaround Office

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

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

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

N/A

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

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Statutory Requirement 16: Whole-School Reform Model Developer
Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.
Describe the record of success the model developer has shown in implementing whole-school reform strategies. Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications.

We will partner with **Institute of Student Achievement (ISA)**, a division of Educational Testing Service (ETS) for our whole-school reform strategy; an approved model for use by the **School Improvement Grants (SIG) Office** and has met the **What Works Clearinghouse standards**. ISA's work has been the subject of three independent evaluation studies (IMPAQ Report-4 year study, AED Study-6 year study, and MDRC Evaluation-6 year study) and one special sub-population (African-American Males) analysis. The ISA model has been validated by the findings of objective external evaluators. From 2004 to 2010, the Academy for Educational Development (AED) conducted a rigorous six-year longitudinal study to determine ISA's impact on students. The AED study included 12 schools, over 1500 students, 73% free/reduced lunch, 11%special education, 40% African-American, and 41% Hispanic/Latino. AED followed two cohorts of ninth-graders in ISA schools and compared their progress to a carefully matched group of students who had not been educated in ISA high schools. The IMPAQ study compared 27 ISA schools in New York and Georgia, over 8,000 students, to 70 comparable schools, 23,000 students. The two independent external studies of ISA schools by the Academy for Educational Development and IMPAQ International found that ISA has a large and positive effect on student achievement, significantly improving high school attendance, credit accumulation, grade promotion, high school graduation rates, and college attendance and persistence rates.

Record of Success & Key Findings:

(1) ISA students had higher attendance than comparison peers. Controlling for background factors, 12th graders attended, on average, 3.5 more days per year.
(2) ISA students were half as likely to dropout as comparison students.
(3) ISA students were 31% more likely to graduate than comparison students.
(4) 90% of ISA seniors planned to attend a two- or four-year college in the following fall. A majority of seniors reported receiving critical supports for college enrollment including visiting colleges & attending college fairs. They also reported receiving advice & guidance from teachers & counselors in completing college & financial aid applications & in selecting schools to apply to.
(5) 80% of ISA students attend college full-time during the first year, compared with 68% of African American & Latino students nationwide.
(6) ISA students passed more state exams by senior year

Fancsali, Cheri, and Yael Bat-Chava. *Findings from the Institute for Student Achievement Outcome Evaluation.* Rep. Academy for Education Development, 2010. Web. http://www2.ed.gov/programs/sif/sigevidencebased/isaevidence.pdf
Bloom, Howard S., and Rebeccas Unterman. *Sustained Positive Effects on Graduation Rates Produced by New York City's Small Public High Schools of Choice*. Rep. MDRC, Jan. 2012. Web. http://www.studentachievement.org/wp-content/uploads/policybrief_34.pdf
Snipes, Jason, Cheri Fancsali, Ying Zang, Ginger Stoker, Lorena Ortiz, and Eliana Orellana. *Institute for Student Achievement ISA Outcome Study*. Rep. IMPAQ International, June 2012. Web. http://www.studentachievement.org/wp-content/uploads/ISA-outcome-study-Final-Report-2012.pdf

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

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

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.
Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.
In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.
Applicants not proposing a Restart model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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

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

Statutory Requirement 18: Enrollment in higher achieving schools
Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.
These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements

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

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.
List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor: ***Academic Performance/Improve the Instructional Program***

	Planned Intervention	Period for Implementation
1.	Teachers will analyze performance by unit of instruction and identify 2 units to improve. Teachers will also identify essential standards in identified units, create goals for student performance on standards in identified units, create common formative assessments to determine performance in identified units and create a reteach and extension plan for identified units.	☒ Year 1 ☒ Year 2 ☒ Year 3 ☒ Year 4 ☒ Year 5
2.	An external team will provide a campus snapshot or diagnostic of instructional practices, curriculum, master schedule, student population, staffing, and other key elements to best practice school systems	☒ Year 1 ☒ Year 2 ☒ Year 3 ☒ Year 4 ☒ Year 5
3.	Increase AVID enrollment and expand system campus wide	☒ Year 1 ☒ Year 2 ☒ Year 3 ☒ Year 4 ☒ Year 5
4.	Create opportunities for teacher driven action research	☒ Year 1 ☒ Year 2 ☒ Year 3 ☒ Year 4 ☒ Year 5
5.		☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5
6.		☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5
7.		☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5

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Schedule #17—Responses to TEA Program Requirements (cont.)

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

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
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Critical Success Factor: ***Increase Teacher Quality***

	Planned Intervention	Period for Implementation
1.	Teachers will attend additional professional development prior to district mandated professional development. Teachers will also engage in the PLC model to engage in cycles of inquiry and action research around units of instruction, using common formative assessment to determine effectiveness and professional learning about the standards and instructional strategies	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Provide coaches and mentoring for teachers for content knowledge and pedagogy	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Provide teachers with opportunities to visit high performing classrooms in/out of school district	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Provide training to develop teacher leaders	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

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

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
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Critical Success Factor: ***Increase Leadership Effectiveness***

	Planned Intervention	Period for Implementation
1.	Leaders will engage in job-embedded professional development	☒ Year 1 ☒ Year 2 ☒ Year 3 ☒ Year 4 ☒ Year 5
2.	A leadership coach with support the Principal to adopt a servant and distributive leadership approach and increase effectiveness in staff meetings	☒ Year 1 ☒ Year 2 ☒ Year 3 ☒ Year 4 ☒ Year 5
3.	Campus leadership will be coached in setting turnaround goals/outcomes and priorities, developing and implementing a strategic plan with a timeline designed to achieve goals; using multiple data curses, to monitor action plan and make adjustments based on data and feedback.	☒ Year 1 ☒ Year 2 ☒ Year 3 ☒ Year 4 ☒ Year 5
4.	Leaders will create a guiding coalition of teacher leaders to distribute leadership and empower others to act	☒ Year 1 ☒ Year 2 ☒ Year 3 ☒ Year 4 ☒ Year 5
5.	Implement campus wide book study	☒ Year 1 ☒ Year 2 ☒ Year 3 ☒ Year 4 ☒ Year 5
6.		☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5
7.		☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5

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Schedule #17—Responses to TEA Program Requirements (cont.)

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

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
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Critical Success Factor: ***Increase Use of Quality Data to Inform Instruction***

	Planned Intervention	Period for Implementation
1.	All faculty will receive training on the PLC process and the 4 guiding questions of a PLC. Teachers will analyze performance by unit of instruction, engage in professional learning of targeted standards, and create common assessments for targeted standards. Teacher teams will continuously analyze common formative assessment data to determine students who need more time and support, and to determine instructional strategies that are successful. Intervention time is embedded in the schedule to provide students more time and support.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Teachers will use beginning, middle, and end of year benchmarks to identify reading and math levels of students for small group guided instruction	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

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

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
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Critical Success Factor: ***Increase Learning Time***

	Planned Intervention	Period for Implementation
1.	The campus will contract additional academic support beyond the normal school day with tutoring experts, such as Sylvan Learning, to implement small group tutoring ratios and evaluate success of tutoring program.	☒ Year 1 ☒ Year 2 ☒ Year 3 ☒ Year 4 ☒ Year 5
2.	The campus will add more professional development opportunities for staff at the end of school and before school begins.	☒ Year 1 ☒ Year 2 ☒ Year 3 ☒ Year 4 ☒ Year 5
3.	Construct a team to make recommendations for extended school day or school year to increase opportunities for students to have individualized time, attention, and support.	☒ Year 1 ☒ Year 2 ☒ Year 3 ☒ Year 4 ☒ Year 5
4.	Partner with businesses and local community college to expand internship and dual enrollment opportunities for students.	☒ Year 1 ☒ Year 2 ☒ Year 3 ☒ Year 4 ☒ Year 5
5.		☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5
6.		☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5
7.		☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5

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Schedule #17—Responses to TEA Program Requirements (cont.)

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

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
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Critical Success Factor: ***Increase Parent/Community Engagement***

	Planned Intervention	Period for Implementation
1.	Partner with parents, businesses, and community members to provide events such as cultural heritage celebrations, student driven action research service projects, and personal/professional development opportunities such as Job training, ESL classes, computer skills, parenting skills, health awareness, etc.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Purchase software subscriptions to increase communication to parents and students and create opportunities for feedback.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Hire a school social worker to conduct home visits, set up counseling groups for students during the school day, service as a broker for resources, make referrals and provide support for tier III students.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
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Schedule #17—Responses to TEA Program Requirements (cont.)

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

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
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Critical Success Factor: ***Improve School Climate***

	Planned Intervention	Period for Implementation
1.	Contract with an agency, such as Life Anew, to provide Restorative Justice services to campus students and training for campus administrators and teachers, and staff; Such an agency would collect data, monitor, and evaluate the program and report findings to the campus leadership and the DSCI for program recommendations.	☒ Year 1 ☒ Year 2 ☒ Year 3 ☒ Year 4 ☒ Year 5
2.	Create a student council, provide council members with leadership training, and allow members to participate in campus decision making processes.	☒ Year 1 ☒ Year 2 ☒ Year 3 ☒ Year 4 ☒ Year 5
3.	Expand district mentoring program to train students to mentor other students	☒ Year 1 ☒ Year 2 ☒ Year 3 ☒ Year 4 ☒ Year 5
4.		☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5
5.		☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5
6.		☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5
7.		☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5

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Schedule #18—Equitable Access and Participation

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

No Barriers

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

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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

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

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

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

Barrier: Gang-Related Activities

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

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

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

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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

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

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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

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

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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

Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain 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: 227-907 | 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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