# Texas Education Agency
# Standard Application System (SAS)

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

| | | |
|---|---|---|
| **Program authority:** | P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g) | **FOR TEA USE ONLY** Write NOGA ID here: |
| **Grant Period** | February 1, 2017, to July 31, 2020, pending future federal allocations | |
| **Application deadline:** | 5:00 p.m. Central Time, September 15, 2016 | Place date stamp here. |
| **Submittal information:** | **Three** complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494 | Received Texas Education Agency 2016 SEP 29 AM 11:50 Document Control Center |
| **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 # |
|---|---|---|---|
| Houston ISD | 101912-332 | Alcott Elementary School | |
| Vendor ID # | ESC Region # | | DUNS # |
| 746001255 | 04 | | 0612921240000 |

| Mailing address | City | State | ZIP Code |
|---|---|---|---|
| 5859 Bellfort | Houston | TX | 77033-2199 |

**Primary Contact**

| First name | M.I. | Last name | Title |
|---|---|---|---|
| Dimitrie | | Rainey | Principal |
| Telephone # | Email address | | FAX # |
| (713) 732-3540 | drainey@houstonisd.org | | (713) 732-3542 |

**Secondary Contact**

| First name | M.I. | Last name | Title |
|---|---|---|---|
| Annetra | | Piper | Grants Department Manager |
| Telephone # | Email address | | FAX # |
| 713-556-6785 | APIPER@Houstonisd.ORG | | 713-556-7023 |

**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.**

**uthorized Official:**

| First name | M.I. Last name | Title |
|---|---|---|
| Richard | A. Carranza | Superintendent of Schools |
| Telephone # | Email address | FAX # |
| 713-556-6300 | HISDSuperintendent@houstonisd.org | 713-556-6323 |
| Signature (blue ink preferred) | Date signed | |

*Only the legally responsible party may sign this application.*

701-16-105-022

| Schedule #1—General Information | |
|---|---|
| County-district number or vendor ID: 101912 | Amendment # (for amendments only): |
| **Part 3: Schedules Required for New or Amended Applications** | |

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

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

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

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

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| Schedule #2—Required Attachments and Provisions and Assurances | |
|---|---|
| County-district number or vendor ID: 101912 | 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: 101912 | Amendment # (for amendments only): |
|---|---|

**Part 3: Program-Specific Provisions and Assurances**

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

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

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

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

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

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

2. Deliver comprehensive instructional reform strategies.
   (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
   (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
3. Increase learning time and create community-oriented schools.
   (A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
      i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
      ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
      iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
   (B) Provide ongoing mechanisms for family and community engagement.
4. Providing operational flexibility and sustained support.
   (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

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

8. The LEA/campus provides assurance that if it selects to implement the **Texas State-Design Model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an ***Early College High School*** (ECHS).
By implementing an ECHS, the LEA/campus is delivering a whole-school reform model that:
- Improves student academic achievement or attainment
- Is implemented for all students in the school
- Addresses in a comprehensive and coordinated manner:
  - improvement in school leadership
  - improvement in teaching and learning in academic content areas
  - professional learning for educators
  - student non-academic supports

In doing so, the LEA/campus will implement the following:
1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.

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2. Provide a rigorous course of study that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum; or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.
3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.
4. Develop and increase teacher and school leader effectiveness, in a manner consistent with the requirements of the federal school improvement grant Transformation model. I doing so, the LEA/campus must use rigorous, transparent and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081, and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
   (A) Data to identify the population at risk of dropping out of school;
   (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
   (C) Early College brochures in all languages relevant to the school community;
   (D) Written communication plan for relevant target audiences: parents, community members, school board.

   **Adapted from Texas Early College High School Blueprint, Benchmark 1**
6. By the start of TTIPS full-implementation (Fall 2017), the LEA/campus will have key partnerships in place that will enable success as an ECHS. Key partnerships include:
   (A) Partnership between the school district and an institute of higher education (IHE) that:
      i. Is marked by a signed Memoranda of Understanding with current signature each year of implementation.
      ii. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
      iii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
      iv. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
   (B) Contract/partner with a Texas ECHS demonstration site or other Texas ECHS that has retained designation for at least the last four consecutive years and assessed as exemplary using the Texas ECHS Blueprint, or other ECHS selected as a match partner site by the TEA.

   **Adapted from Texas Early College High School Blueprint, Benchmark 2.**
7. By the start of TTIPS planning/pre-implementation year (February 1, 2017), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

   **Adapted from Texas Early College High School Blueprint, Benchmark 3.**
8. Once designated, the LEA/campus will work with a TEA approved Texas ECHS technical assistance provider, and fulfill any conditions required to maintain TEA designation status.
9. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
   (A) Beginning in TTIPS first year of full-implementation (Fall 2017), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.

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(B) By TTIPS second year of full-implementation (Fall 2018), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Implement in an elementary school that is eligible under this grant program; further assuring that any student receiving services funded through the grant program is enrolled in the grantee school.
2. Offer full-day kindergarten.
3. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:

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(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.

4. Provide educators, including preschool teachers, time for joint planning across grade levels.
5. Replace the principal who led the school prior to the commencement of the early learning model.
6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
   (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
   (B) Are designed and developed with teacher and principal involvement;
7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation and completion rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.
9. Use data to identify and implement an instructional program that is:
   (A) Research-based;
   (B) Developmentally appropriate;
   (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
   (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
    (A) Aligned with the school's comprehensive instructional program
    (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

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

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| 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: |

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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;
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
   (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
   (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
   (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
9. Provide appropriate social-emotional and community-oriented services and supports for students.

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

11. The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform Model**, the campus will meet all of the following federal requirements:
1. Implement an evidence-based whole-school reform in partnership with a model developer.
   (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard, published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
   (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
   (B) A study that shows statistically significant favorable impact on student academic achievement or attainment outcome.
   (C) A study which used a large sample and multi-site sampling.
3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
4. The whole-school model must implement the model for all students in the school.

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|---|---|
| | 5. The whole-school model must address at a minimum and in a comprehensive and coordinated manner:<br>(A) School leadership<br>(B) Teaching and learning in at least one full academic content area<br>(C) Non-academic supports for students<br>(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:<br>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.<br>2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school as shown through an assessment of schools, currently operated by the CMO or EMO, that have produced strong results over the last three years. This is indicated by:<br>(A) significant improvement in academic achievement<br>(B) success in closing achievement gaps either within a school or relative to other public schools<br>(C) High school graduation rates<br>(D) No significant compliance issues in the areas of civil rights, financial management and student safety.<br>3. Enroll, within the grades it serves, any former student who wishes to attend the school.<br>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:<br>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.<br>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.<br>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.<br>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:<br>http://www2.ed.gov/programs/reaprlisp/eligible14/index.html |
| 15. | The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis. |
| 16. | The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. If it is determined by TEA that federal requirements will not be met through the proposed program, these negotiations may include additional clarifications and modifications to activities, budget, and performance targets proposed. |
| 17. | The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact. |

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| | |
|---|---|
| 18. | The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices. |
| 19. | The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation.<br>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.<br>If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan. |
| 20. | The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA.<br>The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations. |
| 21. | The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors. |
| 22. | The applicant will participate in formative assessments of the LEA's capacity and commitment to carry out the grant intervention models. |
| 23. | The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors. |
| 24. | The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA. |

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## Schedule #4—Request for Amendment

| County-district number or vendor ID: 101912 | Amendment # (for amendments only): |
|---|---|

### Part 1: Submitting an Amendment

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

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

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

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

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

### Part 2: When an Amendment Is Required

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

### Part 3: Revised Budget

| | | | 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 | $ | $ | $ | $ |
| 6. | Total direct costs: | | $ | $ | $ | $ |
| 7. | Indirect cost ( %): | | $ | $ | $ | $ |
| 8. | Total costs: | | $ | $ | $ | $ |

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

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 101912 | Amendment # (for amendments only):

**Part 4: Amendment Justification**

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

N/A

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## Schedule #5—Program Executive Summary

| County-district number or vendor ID: 101912 | 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.

Alcott Elementary is a small community school located in a high-poverty neighborhood in Houston, Texas, within the boundries of the Houston.Independent School District (HISD). Alcott contains a large population of high-needs students. For the 2014-2015 school year, Alcott's student population was 76.5% African American, and 23.5% Hispanic. Ninety-two percent of the students are economically disadvantaged. At Alcott, 82.7% of the student population is considered at-risk for educational failure, 15.5%are identified as English Language Learners (ELL), and the students' mobility rate is 21.9%. Alcott Elementary has had a steady decline in enrollment since 2013. During the 2012-2013 school year, Alcott served 425 students, in 2014, 399 students were served., and in 2015, 341 students enrolled. Additionally, for school years 2013-2015 school year, Alcott has had an Accountability Rating of "Improvement Required". Alcott is also identified as a 2016-2017 Public Education Grant (PEG) school because its 2015 passing rate on STAAR is less than or equal to 50% because and it was rated "Improvement Required in 2014 and 2015. Overall, Alcott is identified as a Priority campus.

Alcott Elementary is located on the southside of Houston, and serves students from predominantly low-income families. Families who live in the Alcott Elementary attendance zone face serious challenges, including poverty, crime, unemployment and low educational attainment. Alcott serves a community where 36.3% of the population have less than a high school education, and 48.9% of the the population works less than full-time year round. The community also has 50.2% of the households with children under age 18 are headed by a single parent, according to U.S. Census, 2010-2014 American Community Survey 5-Year Estimates.

**Vision and focus for school reform:** Houston ISD and Alcott Elementary plan to implement TEA's **Early Learning Intervention Model** in order to create notable change and significant academic results on the campus within four years' time. Alcott Elementary is an Improvement Required campus and has significant needs identified for improvement. Houston ISD and Alcott have a strong commitment to the use of the TTIPS funds to provide adequate resources in order to substantially raise the achievement of all the students from pre-kindergarten to fifth grade and to enable Alcott to exit the Improvement Required status. Not only does Alcott plan to use these funds to increase student achievement, funds will also be used to enhance the school's culture by implementing a comprehensive program that increases academic achievement, improves classroom instruction, builds students' self-confidence, and increases engagement among parents and teachers. With the infusion of grant funds, Alcott will also expand high quality pre-school programs, enroll in the Children's Learning Institute, identify and reward teachers who increase student achievement, and increase family and community engagement to support the academic achievement among all children enrolled at Alcott.

**Sense of urgent need for change:** Houston ISD and Alcott have made a clear commitment to strive for a dramatic departure from the status quo, and the Superintendent of Schools and Board Members have signaled the magnitude and urgency of the needed change at Alcott. Specifically, there is a sense of urgency to:

- Improve Academic Performance of All Students – Includes increased and expanded services to pre-K students, as well as increase the level of academic services to students in grades Kindergarten to fifth. Additionally, the school will provide tutorials, homework assistance, and academic enrichment. Teachers will receive professional development to increase their pedagogical skills.

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**Schedule #5—Program Executive Summary (cont.)**

| County-district number or vendor ID: 101912 | 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.

- Improve Attendance - Provide students with a variety of quality activities and instructional strategies that will keep the students engaged. Also, project-based learning will be infused throughout the curriculum beginning as early as Pre-K.
- Improve School Climate - Provide a nurturing, safe, and secure environment for program participants. Additionally, teachers will receive teaching strategies in cultural proficiency so that they will understand how to work effectively with their students. The school with also increase family and community engagement to support students' achievement.
- Increase Parent Engagement – Work with the parents/community leaders to help keep the school accountable for increasing student achievement.

**High expectations for results:** Based on a thorough needs assessment, the campus leadership team and campus stakeholders have identified the following goals and objectives to guide Houston ISD and Alcott's efforts toward improving the overall achievement of the school:

- Increase targeted, job-embedded professional development for all teachers;
- Increase parental involvement through parent trainings and engagement opportunities;
- Enhance campus culture to promote a culture of achievement and high expectations for all students, parents, and teachers, with increases in school attendance rates, and promotion rates;
- Increase the percent of students in PK- 2nd grades that are achieving at/above grade level, based on district assessments by the end of the 2019-2020 school year.
- Increase the percent of students in grades 3-5 who scored at Level II Satisfactory and Advanced in Reading and Math to be at/above parity with Houston ISD by the end of the 2019-2020 school year.

**Operational flexibilities that will be afforded the campus in a reform effort:** Houston ISD is committed to utilizing the TTIPS grant funds to provide adequate resources and related services and supports to implement, fully and effectively, the required activities of the **early learning intervention model**. Alcott within Houston ISD will be given sufficient operational flexibility in order to ensure student success. The Alcott Principal will choose her own school staff. Additionally, the district will work with the principal to help the school to create an appropriate school calendar that supports extended time and learning for all the students. Research has proven that there is a strong relationship between extended academic learning time and student achievement (Aronson, Zimmerman, and Carlos, 1998; Rocha, 2007). Alcott will also have operational flexibility with their campus-based budget. This operational flexibility within the school will allow Alcott to implement fully a comprehensive approach to substantially improve student achievement outcomes.

**Organizational structures:** The District's Chief Academic Officer will provide overall monitoring and oversight. Alcott's School Support Officer and Chief School Officer will monitor the ongoing progress and implementation of **Early Learning Intervention Model**, extended learning time for students, ongoing professional development for teachers and administrators, targeted tutoring for students, parental and community involvement, and data-driven instruction (i.e., assessed often and assessments by objectives).

**Existing capacity and resources:** Alcott will have a comprehensive and systematic assessment and progress-monitoring plan in place that aligns resources of the federal, state, and local education agencies with the school improvement interventions by providing training for administrators, teachers, parents, and community/business partners to increase quality involvement at the campus. Besides the oversight and technical support of the District's Chief Academic Officer, Alcott's School Support Officer and Chief School Officer, Houston ISD will provide technical assistance to Alcott on multiple levels via **Central Office Administration** including through the following: (1) **Grant Development Department:** General grant management and technical assistance in the completion and filing of progress reports with TEA; (2) **Research and Accountability:** Assistance in accessing student data for evaluation reports and tracking progress; (3) **Accounting/ Budgeting/Purchasing Departments**: Assistance in managing budgets, tracking of expenses, purchases; and completion of periodic financial reports as required by TEA; (4) **Legal Department:** Assistance in the development and approval of contracts; (5) **Curriculum Department:** Support of curricular enhancements and assistance with the district's online curricular alignment resource; (6) **Communication structures:** Houston ISD and campus principal with the assistance of the District's central office departments will maintain ongoing communications to keep all stakeholders abreast of the school's progress on a continuous basis. Feedback will be continually gathered, disseminated, discussed, and acted upon to ensure continuous improvement and accountability.

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## Schedule #6—Program Budget Summary

| | |
|---|---|
| County-district number or vendor ID: 101912 | Amendment # (for amendments only): |
| Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g) | |
| Grant period: February 1, 2017, to July 31, 2020, pending future federal allocations | Fund code: 276 |

### Budget Summary

| Schedule # | Title | Class/ Object Code | Year 1 Program Cost | Year 1 Admin Cost | Year 2 Program Cost | Year 2 Admin Cost | Year 3 Program Cost | Year 3 Admin Cost | Year 4 Program Cost | Year 4 Admin Cost | Total Budgeted Cost across all Years |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Schedule #7 | Payroll Costs (6100) | 6100 | $361,542 | $ | $713,538 | $ | $713,538 | $ | $713,538 | $ | **$2,502,156** |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | $90,000 | | $180,000 | | $180,000 | | $180,000 | | **$630,000** |
| Schedule #9 | Supplies and Materials (6300) | 6300 | $62,500 | | $50,000 | | $50,000 | | $25,000 | | **$187,500** |
| Schedule #10 | Other Operating Costs (6400) | 6400 | $5000 | | $35,000 | | $35,000 | | $35,000 | | **$110,000** |
| Schedule #11 | Capital Outlay (6600) | 6600 | $64,000 | | $20,000 | | $20,000 | | $20,000 | | **$124,690** |
| Consolidate Administrative Funds | | ☐ Yes ☐ No | | | | | | | | | |
| Total direct costs: | | | $583,042 | $25,952 | $998,538 | $48,927 | $998,538 | $48,927 | $973,538 | $47,677 | **$3,725,139** |
| 5% indirect costs (see note): | | | | | | | | | | | |
| Grand total of budgeted costs (add all entries in each column): | | | | | | | | | | | |

**Administrative Cost Calculation**

| | |
|---|---|
| Enter the total grant amount requested: | **$3,725,139** |
| 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: | **$186,257** |

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

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

NOTE:

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

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## Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 101912 | Amendment # (for amendments only):

| | Employee Position Title | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Year 1 Amount Budgeted | Year 2 Amount Budgeted | Year 3 Amount Budgeted | Year 4 Amount Budgeted | Total Budgeted Costs across all Years |
|---|---|---|---|---|---|---|---|---|
| **Academic/Instructional** | | | | | | | | |
| 1 | Teacher (Pre-Kindergareten) | 1 | | $27,500 | $55,500 | $55,500 | $55,500 | **$166,500** |
| 2 | Educational aide (Pre-Kindergareten) | 1 | | $12,500 | $25,000 | $25,000 | $25,000 | **$87,500** |
| 3 | | | | | | | | |
| **Program Management and Administration** | | | | | | | | |
| 4 | Early Learning Intervention Coordinator | 1 | | $25,000 | $50,000 | $50,000 | $50,000 | **$175,000** |
| 5 | Dean of Instruction | 1 | | $40,500 | $81,000 | $81,000 | $81,000 | **$283,500** |
| 6 | Grant Coordinator | 1 | | $33,250 | $66,500 | $ $66,500 | $66,500 | **$232,750** |
| **Auxiliary** | | | | | | | | |
| 7 | Title | | | $ | $ | $ | $ | **$** |
| 8 | Title | | | $ | $ | $ | $ | **$** |
| 9 | Title | | | $ | $ | $ | $ | **$** |
| **Other Employee Positions** | | | | | | | | |
| 10 | Literacy Specialist/Librarian | 1 | | $30,000 | $60,000 | $60,000 | $60,000 | **$210,000** |
| 11 | Community/Parent Liason | 1 | | $14,850 | $29,700 | $29,700 | $29,700 | **$103,950** |
| 12 | | | | $ | $ | $ | $ | **$** |
| 13 | Subtotal employee costs: | | | $183,600 | $367,700 | $367,700 | $367,700 | **$1,285,200** |
| **Substitute, Extra-Duty Pay, Benefits Costs** | | | | | | | | |
| 14 | 6112 Substitute pay | | | $17,500 | $30,000 | $30,000 | $30,000 | **$122,500** |
| 15 | 6119 Professional staff extra-duty pay | | | $66,500 | $133,000 | $133,000 | $133,000 | **$203,000** |
| 16 | 6121 Support staff extra-duty pay | | | $4,000 | $7,500 | $7,500 | $7,500 | **$26,500** |
| 17 | 6140 Employee benefits | | | $89,942 | $175,338 | $175,338 | $175,338 | **$615,957** |
| 18 | 61XX Employee stipends<br>Specify amounts and criteria to earn stipend: | | | $ | $ | $ | $ | **$** |
| 19 | Subtotal substitute, extra-duty, benefits costs | | | $177,942 | $345,838 | $345,838 | $345,838 | **$1,215,456** |
| 20 | **Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):** | | | **$361,542** | **$713,538** | **$713,538** | **$713,538** | **$2,502,156** |

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

- **On lines 15 and 16, money is included for an attendance incetive for teachers and support staff. These funds were not included when calculating the employee benefits. For teachers the cost is $250 a month per teacher, and support staff is $150 a month per person, during the 10 month school year.**

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

County-district number or vendor ID: 101912 | Amendment # (for amendments only):

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

**Professional and Contracted Services Requiring Specific Approval**

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

**Professional and Contracted Services**

| # | Description of Service and Purpose | Year 1 | Year 2 | Year 3 | Year 4 | Total Budgeted across all Years |
|---|---|---|---|---|---|---|
| 1 | Leadership Professional Development | $5,000 | $10,000 | $10,000 | $10,000 | **$35,000** |
| 2 | Comprehensive Consultant Support for Early Learning Intervention | $10,000 | $20,000 | $20,000 | $20,000 | **$70,000** |
| 3 | Comprehensive Consultant Support for Reading and Writing | $10,000 | $20,000 | $20,000 | $20,000 | **$70,000** |
| 4 | Comprehensive Consultant Support Mathematics and Science | $10,000 | $20,000 | $20,000 | $20,000 | **$70,000** |
| 5 | Schoolwide Culture Building/Positive School Climate Professional Development | $10,000 | $20,000 | $20,000 | $20,000 | **$70,000** |
| 6 | Comprehensive Consultant Support for Data Driven Instruction | $10,000 | $20,000 | $20,000 | $20,000 | **$70,000** |
| 7 | Comprehensive Consultant Support for Quality Parent Engagement and Training | $10,000 | $20,000 | $20,000 | $20,000 | **$70,000** |
| 8 | Comprehensive Consultant Support for Integrating Technology into Classroom Instruction | $10,000 | $20,000 | $20,000 | $20,000 | **$70,000** |
| 9 | Comprehensive Consultant Support for Socio-Emotional Student Support | $15,000 | $30,000 | $30,000 | $30,000 | **$105,000** |
| 10 | | $ | $ | $ | $ | $ |
| 11 | | $ | $ | $ | $ | $ |
| 12 | | $ | $ | $ | $ | $ |
| 13 | | $ | $ | $ | $ | $ |
| 14 | | $ | $ | $ | $ | $ |
| | **b. Subtotal of professional and contracted services:** | $90,000 | $180,000 | $180,000 | $180,000 | **$630,000** |
| | **c. Remaining 6200—Professional and contracted services that do not require specific approval:** | $ | $ | $ | $ | $ |
| | **(Sum of lines a, b, and c) Grand total** | $90,000 | $180,000 | $180,000 | $180,000 | **$630,000** |

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

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## Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

**Supplies and Materials Requiring Specific Approval**

| | | Expense Item Description | | | | Year 1 | Year 2 | Year 3 | Year 4 | Total Budgeted Across all Years |
|---|---|---|---|---|---|---|---|---|---|---|
| 63XX | Technology Hardware- not capitalized | | | | | $ | $ | $ | $ | $ |
| | # | Type | Purpose | Quantity | Unit Cost | $ | $ | $ | $ | $ |
| | 1 | | | | | $ | $ | $ | $ | $ |
| | 2 | | | | | $ | $ | $ | $ | $ |
| | 3 | | | | | $ | $ | $ | $ | $ |
| | 4 | | | | | $ | $ | $ | $ | $ |
| | 5 | | | | | $ | $ | $ | $ | $ |
| 63XX | Technology Software- not capitalized | | | | | $ | $ | $ | $ | $ |
| | Specify type/purpose: | | | | | $ | $ | $ | $ | $ |
| 63XX | Textbooks/Curricular Materials | | | | | $ | $ | $ | $ | $ |
| | Specify type/ purpose: | | | | | $ | $ | $ | $ | $ |
| 63XX | Supplies and materials to be used as student incentives | | | | | $ | $ | $ | $ | $ |
| | Specify type/ purpose: | | | | | $ | $ | $ | $ | $ |
| **Supplies and Materials that do not Require Specific Approval** | | | | | | | | | | |
| 6300 | Supplies and materials that do not require specific approval: | | | | | $62,500 | $50,000 | $50,000 | $25,000 | **$187,500** |
| | | | | | **Grand total:** | $62,500 | $50,000 | $50,000 | $25,000 | **$187,500** |

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

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 101912 | Amendment number (for amendments only):

| | Expense Item Description | Year 1 | Year 2 | Year 3 | Year 4 | Total Budgeted Across all Years |
|---|---|---|---|---|---|---|
| 6411 | Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form. | $ | $ | $ | $ | $ |
| 6412 | Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.<br>Specify purpose: | $ | | $ | $ | $ |
| 6412/ 6494 | Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form. | $ | $20,000 | $20,000 | $20,000 | **$60,000** |
| 6413 | Stipends for non-employees other than those included in 6419 | $ | $ | $ | $ | $ |
| 6419 | Non-employee costs for conferences. Requires authorization in writing. | $ | $ | $ | $ | $ |
| 6411/ 6419 | Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable. | $ | $ | $ | $ | $ |
| 64XX | Advisory council/committee travel or other expenses<br>Specify name and purpose of council:<br>Specify types of costs: | $ | $ | $ | $ | $ |
| 6495 | Cost of membership in civic or community organizations<br>Specify name and purpose of organization:<br>Specify purpose of membership: | $ | $ | $ | $ | $ |
| Subtotal other operating costs requiring specific approval: | | $ | $ | $ | $ | $ |
| Remaining 6400—Other operating costs that do not require specific approval: | | $5,000 | $15,000 | $15,000 | $15,000 | **$50,000** |
| | **Grand total:** | $5,000 | $35,000 | $35,000 | $35,000 | **$110,000** |

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

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 101912 | Amendment number (for amendments only):

| # | Description and Purpose | Quantity | Unit Cost | Year 1 | Year 2 | Year 3 | Year 4 | Total Budgeted Across all Years |
|---|---|---|---|---|---|---|---|---|
| **6669—Library Books and Media (capitalized and controlled by library)** | | | | | | | | |
| 1 | | N/A | N/A | $ | $ | $ | $ | $ |
| **66XX—Computing Devices, capitalized** | | | | | | | | |
| 2 | Desktop Computers for Project Coordinator, ECE Coordinator, Dean of Instruction, Parent Liaison | 4 | $1,000 | $4,000 | $ | $ | $ | **$4,000** |
| 3 | Network Printer for Project Coordinator | 4 | $500 | $2,000 | $ | $ | $ | **$2,000** |
| 4 | Desktop Computer for EC Classroom Teacher | 1 | $1,000 | $1,000 | $ | $ | $ | **$1,000** |
| 5 | Network Printer for EC Classroom Teacher | 1 | $500 | $500 | $ | $ | $ | **$500** |
| 6 | Laptop Computers for Parent Center/Library | 15 | $1,100 | $16,500 | $ | $ | $ | **$16,500** |
| 7 | iPad 30-pack/cart for classroom and Parent Center/Library use | 1 | $20,690 | $20,690 | $ | $ | $ | **$20,690** |
| 8 | | | $24,790 | $44,690 | $ | $ | $ | **$44,690** |
| **66XX—Software, capitalized** | | | | | | | | |
| 9 | Instructional software for school wide use | | $ | $20,000 | $20,000 | $20,000 | $20,000 | **$80,000** |
| 10 | | | $ | $ | $ | $ | $ | $ |
| 11 | | | $ | $ | $ | $ | $ | $ |
| 12 | | | $ | $ | $ | $ | $ | $ |
| 13 | | | $ | $ | $ | $ | $ | $ |
| **66XX—Equipment, furniture, or vehicles** | | | | | | | | |
| 14 | | | $ | $ | $ | $ | $ | $ |
| 15 | | | $ | $ | $ | $ | $ | $ |
| 16 | | | $ | $ | $ | $ | $ | $ |
| 17 | | | $ | $ | $ | $ | $ | $ |
| 18 | | | $ | $ | $ | $ | $ | $ |
| **6XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)** | | | | | | | | |
| 21 | | | | $64,690 | $20,000 | $20,000 | $20,000 | **$124,690** |
| | | | **Grand total:** | $64,690 | $20,000 | $20,000 | $20,000 | **$124,690** |

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

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| Schedule #12—Demographics and Participants to Be Served with Grant Funds | |
|---|---|
| County-district number or vendor ID: 101912 | Amendment # (for amendments only): |

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

| Category | Number | Percent | Data Source |
|---|---|---|---|
| Total student enrollment | 341 | | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| African American student enrollment | 261 | 76.5% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Hispanic student enrollment | 80 | 23.5% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| White student enrollment | 0 | 0% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Asian student enrollment | 0 | 0% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Economically disadvantaged student enrollment | 314 | 92.1% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Limited English proficient (LEP) student enrollment | 53 | 15.5 | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Special Education student enrollment | 33 | 9.7% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Disciplinary referrals | 2 | 0.4 | HISD, District and School Profiles Report |
| Disciplinary placements in In-School Suspension | 2 | | 2015-2016 PEIMS report #425; code #C164 |
| Disciplinary placements in Out-of-School Suspension | 0 | | 2015-2016 PEIMS report #425; code #C164 |
| Disciplinary placements in DAEP | 13 | | 2015-2016 PEIMS report #425; code #C164 |
| Disciplinary referrals for Truancy | 1 | | 2015-2016 PEIMS report #425; code #C164 |
| Attendance rate | 321 | 94.3% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Annual dropout rate (Gr 9-12) | | N/A | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Annual graduation rate (Gr 9-12) | | N/A | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| STAAR / EOC met 2016 standard, mathematics (standard accountability indicator) | 86 | 45% | TEA 2016 Accountability Summary Report. |
| STAAR / EOC met 2016 standard, reading / ELA (standard accountability indicator) | 69 | 36% | TEA 2016 Accountability Summary Report. |
| ACT and/or SAT- Class of 2015, percent students Tested | | N/A | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| ACT and/or SAT- Class of 2015, percent At/Above Criteria | | N/A | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Average ACT score (number value, not a percentage) | N/A | | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Average SAT score (number value, not a percentage) | N/A | | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Graduates from Class of 2014 enrolled in a Texas Institution of Higher Education (IHE) | | N/A | 2013-2014 Texas Academic Performance Report (TAPR), Campus Performance |

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

| County-district number or vendor ID: 101912 | 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.

Alcott Elementary is a small community school located in a high-poverty neighborhood in Houston, Texas, within the boundries of the Houston.Independent School District (HISD). Alcott contains a large population of high-needs students. For the 2014-2015 school year, Alcott's student population was 76.5% African American, and 23.5% Hispanic. Ninety-two percent of the students are economically disadvantaged. At Alcott, 82.7% of the student population is considered at-risk for educational failure, 15.5% are identified as English Language Learners (ELL), and the students' mobility rate is 21.9%.

Alcott Elementary has had a steady decline in enrollment since 2013. During the 2012-2013 school year, Alcott served 425 students, in 2014, 399 students were served., and in 2015, 341 students enrolled. Additionally, for school years 2013-2014 and 2014-2015, Alcott has had an Accountability Rating of "Improvement Required". Alcott is also identified as a 2016-2017 Public Education Grant (PEG) school because its 2015 passing rate on STAAR is less than or equal to 50% because and it was rated "Improvement Required in 2014 and 2015. Overall, Alcott is identified as a Priority campus.

Alcott Elementary is located on the southside of Houston, and serves students from predominantly low-income families. Families who live in the Alcott Elementary attendance zone face serious challenges, including poverty, crime, unemployment and low educational attainment. Alcott serves a community where 36.3% of the population have less than a high school education, and 48.9% of the population works less than full-time year round. The community also has 50.2% of the households with children under age 18 that are headed by a single parent, according to U.S. Census, 2010-2014 American Community Survey 5-Year Estimates.

The current enrollment at Alcott is approximately 295 students (September 2016) in Pre-K through fifth grade, and 97% of the students receive free or reduced lunch—an indicator for poverty status. The ethnic makeup of Alcott's student population consists of 80% African- American, and 20% Hispanic. Alcott Elementary serves a population of 12% Limited English Proficient (LEP), 4% Gifted and Talented, 6.3% Special Education, and 100% Title 1 students. The student to teacher ratio for grades Pre-Kindergarten through fifth grade is 22:1. During the 2015-16 school year, Alcott had 14 discipline referrals, which included 13 out of school suspensions, and 1 DAEP referral. The vision for Alcott Elementary is to provide a nurturing learning environment where all stakeholders have a sense of urgency about teaching and student learning and a belief that embraces doing what is best for all students.

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

County-district number or vendor ID: 101912 | 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 | 31 | 100% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Teachers | 20 | 83% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Professional Support staff | 8 | 6.8% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Campus Administration (School Leadership) | 1 | 3.4% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Educational Aides | 2 | 6.8% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| African American Teachers | 18 | 77.3% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Hispanic Teachers | 2 | 8.3% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| White Teachers | 2 | 0% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Asian Teachers | 0 | 0% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Beginning Teachers | 0 | 0% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Teachers with 1-5 Years Experience | 8 | 35% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Teachers with 6-10 Years Experience | 8 | 36.2% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Teachers with 11-20 Years Experience | 3 | 12.3% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Teachers with over 20 Years Experience | 4 | 16.4% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Average salary- Beginning Teachers | 49,159 | | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Average salary- Teachers with 1-5 Years | 49,159 | | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Average salary- Teachers with 6-10 Years | 51,887 | | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Average salary- Teachers with 11-20 Years | 54,842 | | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Average salary- Teachers with over 20 Years Experience | 64,499 | | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Staff with less than a bachelor's degree | 0 | 0% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Staff with Bachelor's degree as highest level attained | 14 | 58.9% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Staff with Master's degree as highest level attained | 9 | 37% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |
| Staff with Doctoral degree as highest level attained | 1 | 4.1% | 2014-2015 Texas Academic Performance Report (TAPR), Campus Performance |

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

| County-district number or vendor ID: 101912 | Amendment # (for amendments only): |
|---|---|

**Part 4: Staff Demographics- Comments**

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

The student population at Alcott has decreased from 341 students in 2015, to a current enrollment of 295 students. According to PIEMS data for school year 2015-2016, Alcott had a total of 26 teachers that are 65% African American, 15% white, 15% Hispanic, and 5% Asian/other. During the 2015 school year, Alcott's teachers had an average of 10 years of teaching experience; 35% had five years of experience or less, 38% had 6-10 years of experience, and 27% had 11 or more years of teaching experience. Since 35% of the teachers have fiver years of experience or less, or teachers new to the professtion, this has an impact on student learning.

It is worth noting that effective teachers have a significant impact on school culture and equity and how they affect students, especially with greater impact in the early grades (Sammons and Bakkum, 2011). Alcott's teaching staff has a need for targeted professional development. "Teachers make greater gains in their effectiveness when they teach in a supportive and collegial working environment, or accumulate experience in the same grade level, subject, or district", as well as "confer benefits to their colleagues, their students, and to the school as a whole" (Kini and Podolsky, 2016). Overall, Houston ISD's project is designed to increase equity and improve instruction at Alcott.

The current school year (2016-2017) staff demographics for Alcott's staff consist of 20 teachers, eight professional support staff, and one administrator. The average years of experience for the 20 teachers that serve the students of Alcott is 7.9 years of experience. Alcott's core academic staff is made up of 18 African American, one Hispanic, and one white teacher. Additional staff members include one Teacher Specialist, one Counselor, and one Parent Engagement Representative. The vision for Alcott Elementary is to provide a learning environment where all stakeholders have a sense of urgency about teaching and student learning and a belief that embraces doing what is best for all students.

Currently, the instructional work regarding data analysis and instructional and curriculum alignment is done by the administrative team. The team leads the work for the entire campus. The administrative team monitors the whole campus. During the campus transformation rpocess, by giving the team specific grade levels to monitor, it maximizes time and allows targeted support for these grade levels to maximize efforts. Also, the administrative team is going to empower teacher leaders, such as department chairs to take ownership of the gains and growth of their respective departments. Alcott's Department Chairs will confer with the District's Teacher Development Specialist on curriculum and instructional practices used by the core subject departments.

By delegating responsibility, the administrative team will be using its resources and expertise within the core subject departments at Alcott to define the best instructional practices, as well as monitoring the data and analysis collected by the team. To add an additional layer or level of accountability, the Department Chairs will conduct learning and accountability walks to determine if agreed upon instructional practices are being incorporated into instructional practice. Additional staff members, such as the Parent Engagement Representative and the Student Information Clerk will be trained on how to provide data reports to the Department Chairs and the Administrative Team to maximize time and to coordinate the resources needed for the meetings. The TTIPS grant will enable Acott to deploy the requisite monetary resources that will be needed to pay extra-duty pay for classroom teachers. Additionally, extra-duty pay will also be allocated for tutorials four days of the week. Grant funds will be used utilized for an extended day two days a week and the weekly planning meetings also two days a week during the school year.

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

County-district number or vendor ID: 101912 | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 43 | 51 | 59 | 50 | 44 | 51 | 43 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 341 |

**Part 6: Teachers to Be Served with Grant Funds.**
Enter the number of teachers in each grade to be served under the grant program.

In indicating numbers for Teachers, duplicate counts are permitted. For example, if a teacher instructs sections of 3rd, 4th and 5th grades, that teacher should be counted for each of those grade levels. It is understood that this might elevate the total count of teachers on this table. The actual, unduplicated number of teachers is captured in the Staff Demographics-Data table.

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

| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 2 | 3 | 2 | 2 | 3 | 2 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 16 |

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**Schedule #13—Needs Assessment**

| County-district number or vendor ID: 101912 | 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.

A committee of Alcott Elementary School leadership, instructional staff, and community members participated in a thorough review process of campus and community-level data, including current demographic data available through school records and census data helped the school's committee to fully understand and describe the community, the students, and the families. The committee assessed program evaluations, the Houston ISD Your Voice Survey results and the following data in order to identify areas of strength and areas of need: District Level Assessments (DLA), Report Cards, STAAR data, discipline referral and attendance data, and common assessment data. The needs of the campus are prioritized with the ultimate goal of increasing student achievement through a culture of excellence that centers around rigor and accountability, engaging the stakeholders, and offering a 21st century learning experience to all students.

Alcott Elementary met standards for the 2016-2017 school year. Based on the 2015- 2016 STAAR Assessment, Alcott did not meet Index 3 Closing Performance Gaps and Index 4 Postsecondary Readiness. However, Alcott did meet index 1 and 2 Student Achievement and Student Progress. On the Writing STAAR, 38% of the students met standard out of 37 tested. Math was included this year and the students made 63%. The third grade students made 42%; fourth grade made 58%, and fifth grade 90%. In Reading, the students made 50%. In third grade, they made 47%; fourth grade made 53%, and in fifth grade 50%. Alcott student achievement scores improved in each category. Continued growth can be attributed to building teachers' content pedagogy and improving the delivery of first time instruction. We are no longer an Improvement Required Campus. However, the students still struggle with literacy issues. Moving forward, we will target the following major initiatives: fidelity to implementing the Literacy by 3 Guided Reading components, emphasis upon content-area literacy by hiring academic tutors to support classroom instruction, and stressing positive academic and behavior supports. The campus is moving in the right direction in terms of perception from the community; however, we must continue to work on the quality of first time instruction we deliver if we are to improve the academic achievement of all the students. The work that we put in to come out of IR status must be sustained. Based on the data discussed by the committee, Alcott selected TEA's **Early Learning Intervention Model** as the most viable to continue to improve student academic achievement. Alcott's committee met three times in August 2016 to address the needs listed below and how they would be implemented during the 2016-2017 school year beginning with Early Childhood to ensure students are prepared for and successful in 3rd, 4th, and 5th grade.

1. Continuous lesson planning, modeling and monitoring of instruction by the Teacher Development Specialists as well as the Administrative Team.
2. Provide teachers with "AT Bats" opportunities to practice instructional strategies and gain feedback prior to the lesson going live in front of students.
3. Increase teachers' knowledge of Reading and Math TEKS/SEs in order to ensure rigor required for mastery learning of TEKS/SEs is met through instructional strategies.
4. Engage in weekly professional learning/planning meetings to design high-impact quality lesson, targeted workstations and data analysis of assessments.
5. Focus on mastery checks to determine the effectiveness of first taught instruction at the rigor level of the assessment.
6. Emphasis on students attending targeted tutorial sessions and teachers tracking their progress.
7. Emphasis on positive behavior supports and systems that enable students to be successful in the learning environment.
8. Implement Literacy by 3 and Guided Reading with fidelity to all components.
9. Host Family Nights and Academic Parent Teacher Team meetings to engage the community in informative, family friendly events that will address literacy, science, math and the role of the parents in building the achievement of students.

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**Schedule #13—Needs Assessment (cont.)**

| County-district number or vendor ID: 101912 | Amendment # (for amendments only): |
|---|---|

**Part 2: Model Selection and Best-Fit.** Indicate the single intervention model selected by the district/campus for implementation. Note that applicants are limited to select, design and implement a grant program in keeping with only one model and not a combination of models.

☐ Transformation

☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☒ Early Learning Intervention Model

☐ Turnaround

☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

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

Research shows that the early years for a child lays the foundation for the years to come. "In recent years, researchers have learned that the human brain develops the vast majority of its neurons, and is at its most receptive to learning between birth and three years of age. In fact, the intake of new information is critical to the formation of active neural pathways." (Shonokoff & Phillips, 2000) Based on the data for 3rd – 5th grades, Alcott must take a more in-depth look at how the students are being prepared for the upper grades.

According to U.S. Census, 2010-2014 American Community Survey 5-Year Estimates, there are 2,201 children under the age of 5 in Alcott's community, and 87.9% of all three and four year-olds are enrolled in school within Alcott's service area. Only 43 of those students attend Alcott. Alcott needs to be able to reach a larger number of these three and four year-olds to start the process of showing both cognitive and socio-emotional gains in them, which will have a direct effect on students' performance when they reach 3rd grade and beyond. It is in the early grades where the undesirable conditioning begins that Alcott wants to change. Alcott had a higher rate of retention for first and second grade students than Houston ISD and Texas.

The **Early Learning Intervention Model**, as it is implemented with fidelity, will lead to a decrease in the number of students being retained each year. Alcott strives to have a class sizes of 20 students, and to reduce the staff to student ratio from 14:1 to 10:1, giving students more individual time for learning. The **Early Learning Intervention Model** will enable Alcott to provide a strong foundation in literacy for all students, which will assist them across content areas and grade levels. By creating a position to specifically implement, support, and monitor a group of three and four year-olds, their teachers, their parents, and community members, the school will be able to realize the dividends of how successful students can become over a four-year period with early learning interventions. This process will have a positive impact on all the teachers, as the school works to perfect the teachers' craft, from PK – 5th grade.

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| Schedule #13—Needs Assessment (cont.) | |
|---|---|
| County-district number or vendor ID: 101912 | 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.

The mission of Alcott elementary is to provide students with a sound educational foundation in a community that cultivates students in making positive academic and social behavior choices. Our school promotes a safe, orderly and supportive environment and our commitment extends to working with all parents, business partners, and the greater Alcott community to ensure the success of our school. Alcott's vision is to provide students with innovative learning experiences that enhance students receiving a quality education.

Alcott is firmly committed to the success of all students. To communicate the mission and vision, the leadership team which is comprised of Department Chairs and Grade Level Leads will present how the new initiative will support the implementation of the vision and mission. Since the leadership team provided input to create the plan, it is imperative they communicate the vision to faculty to get buy-in but to also set and define the standard of an effective teacher at Alcott ES and the processes teachers must engage in at Alcott to maintain success. By the leadership team communicating and supporting the vision, they will create a culture of accountability for the faculty that is based upon the agreed upon processes for all teachers.

Parent members and campus leadership involved in creating a ne initiative will communicate the vision to parents in a series of information meetings that will be held in August and September in the current school year for all 2016-2017 Alcott parents. Additionally, parents will be given ample opptotunities throughout the year to be informed anfd to provide valuable feedback on the new direction of Alcott and how their presence at parent development sessions during the upcoming school year, will play an integral role in Alcott achieving success. Also, Alcott ES will develop a more robust and effective social media presence utilizing Facebook and Twitter, as well as better use of the school's web page and tartgeted call out messaging (e.g., by grade level and classroom) to keep all stakeholders knowledgeable about the vision, progress, and the accomplishments of Alcott.

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| Schedule #14—Management Plan | |
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| County-district number or vendor ID: 101912 | Amendment # (for amendments only): |

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

| # | Title | Role/Function in Grant | Desired Qualifications, Experience, Certifications |
|---|---|---|---|
| 1. | District Coordinator of School Improvement (DCSI) (required) | Provide leadership expertise in planning, implementing, and managing improvement efforts at the campus and/ or district level. Strong communication skills, both oral and written. | • Master's Degree<br>• Administrative Certification with five or more years in leadership management role as principal, etc. |
| 2. | Principal | Provide leadership assistance in the coordination of the implementation of the Early Learning Model. Ensure that all guidelines, policies, and procedures are being followed. Manage the budget for the program. Provide leadership in the monitoring and evaluation of the program. | • Texas Principal Certification<br>• Five or more years instructional leadership experience<br>• Five or more years teaching experience<br>• ESL and GT certified |
| 3. | Dean of Instruction | Provide leadership assistance in the coordination of the implementation of the Early Learning Model. Ensure that all guidelines, policies, and procedures are being followed. Provide leadership in the monitoring and evaluation of the program and the teachers. Provide additional job embedded professional development to the coordinator and to the teachers. | • Texas Principal Certification<br>• Five or more years instructional leadership experience<br>• Five or more years teaching experience<br>• ESL and GT certified |
| 4. | Early Learning Intervention Coordinator | Coordinate the implementation of the Early Learning Model. Market the program and recruit students and highly effective teachers. The coordinator will manage and maintain the financial and quantitative and qualitative academic data documentation. Provide job embedded professional development, coordinate sessions for teachers, and work with the Parent Liason. | • Bachelors and/or Masters in Early Childhood Education<br>• Five or more years teaching Experience<br>• ESL and GT Certified |
| 5. | Pre-Kindergarten Teacher | Provides students with appropriate learning activities and experiences designed to fulfill their potential for intellectual, emotional, physical and social growth. | • Bachelors or Masters in Early Childhood Education<br>• Five or more years teaching Experience<br>• ESL and GT Certified |
| 6. | Teaching Assistant | Assists teachers in providing students with appropriate learning activities and experiences designed to fulfill their potential for intellectual, emotional, physical and social growth. | High School Diploma, Associates Degree Completion of the 21st Century Learning, Paraprofessional Series, Passing Scores from the Texas Higher Education Assessment (THEA) |
| 7. | Parent Laison | Work as a liaison to increase parental involvement beginning with our Early Childhood stakeholders and adding on more grade levels each year. The Laison will schedule monthly informational, educational, and enriching activities for parents to participate in. Support the Early Learning Model. | • High School Diploma<br>• Associates Degree |

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 101912 | Amendment # (for amendments only):

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

| # | Title | Role/Function in Grant | Desired Qualifications, Experience, Certifications |
|---|---|---|---|
| 1. | Social Worker | Provides services to students and families to help students attain maximum benefits from their educational program. Collaborates wth the educational team, parents, and community agencies to facilitate the students' academic, emotional, and social potential. Works toward enhancing and fostering positive relations between the school, community, and parents. | • Bachelors or Masters Degree<br>• Three to five years Social Work Experience |
| 2. | Literacy Specialist | Develops instructional material and coordinates educational content in the area of literacy. Provide job embedded professional development to teachers. Assesses student needs and schedules services to students according to individual needs. Analyzes data and provides instructional plans of action to improve instruction. | • Bachelors and/or Masters Degree<br>• Five or more years teaching experience<br>• ESL and GT Certified |
| 3. | Children's Learning Institute | CLI Engage program to strengthen early childhood teachers' instructional practices. | • Proven record of effective professional development. |
| 4. | Education Muses, LLC | Tools for Life Parent Training Workshops on topics such as Social Emotional Learning and Listening, Self- Regulation, Dealing with Feelings, Resiliency and Decision Making. | • Proven record of effective professional development. |
| 5. | Region IV | Professional Development across content area for teachers. | • Proven record of effective professional development. |
| 6. | The Writing Academy | Professional Development in writing for teachers. | • Proven record of effective professional development. |
| 7. | TLC Consultants | Professional Development in Literacy for teachers. | • Proven record of effective professional development. |
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| Schedule #14—Management Plan (cont.) | |
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| County-district number or vendor ID: 101912 | 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.

Houston ISD and Alcott's leadership and staff have made a clear commitment to strive for a dramatic departure from the status quo; the Superintendent of Schools and Board Members are ready to support the efforts of success to transform Alcott. The monitoring of the TTIPS project at Alcott will occur on several levels. On the most basic level, students will be responsible for monitoring their progress through mechanisms such as six- week portfolios, daily journals, and electronic databases. Content area team leaders, teachers, tutors, parents, and mentors will periodically monitor student progress using student progress checklists, standardized progress reports, preliminary diagnostics, and biweekly post-tests to assess progress. Interventions will be built into the day to ensure timely impact.

The district will work closely with the campus, administration, SDMC, school faculty, parents, and students, as all participate in the project's implementation. The campus principal will compile the results of all assessments, and on a quarterly basis, share these results with the district administration, SDMC, school faculty, parents, and students. The campus leadership team will also work to provide ongoing monitoring of campus and classroom data to assist in making instructional and organizational decisions and to ensure team goals and interventions are met or exceeded. Content area team leaders will serve as liaisons between the teachers and building principal. They will provide assistance to respective core academic teachers, monitor, and ensure department goals and student interventions as directed by the ILT are met or exceeded. Alcott will restructure its organizational management hierarchy to accommodate systems of support for students, teachers, and the greater school community.

Alcott Elementary has met standard this year however, in order for the work to continue we must ensure a plan of action and get the support needed to carry on the work. The Early Learning Intervention Model will become a consistent part of the School Improvement Plan to ensure continuation and monitoring of the fidelity of implementation. The administrative team will rigorously select candidates for the Early Learning Intervention Model that demonstrates that they are committed to the program for at least five years and who are highly qualified. Alcott will also provide incentives for succession in the form of a yearly stipend for the coordinator and teachers who are hired specifically for the implementation of the Early Learning Intervention Model. This consistency with teachers and leadership will allow students to have structure in their educational day. Maintaining key personnel will allow teachers to build capacity in their instructional practices in order to provide students with highly effective instruction that leads to mastery of concepts.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 101912 | Amendment # (for amendments only):

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

The strategic intent of Houston ISD is to transform persistently low-performing schools, such as Alcott, and to close the achievement gap between the economically disadvantaged students and the majority. With that in mind, the district is poised to lengthen the school hour, with additional teacher time and rigorous tutorials at Alcott as a means of closing the achievement gap. **HISD is adopting** the **lengthened time**, **rigorous tutorials** and **parent commitment as a culture in the bid to transform Alcott, under the auspices of the selected model, into a high achieving, college and career ready life-long learning community**. The district is committed to finding resources through Title 1, foundations' matching grants and other resources to support this new direction in the attempt to transform Alcott into a school of choice where students feel safe, valued, and can develop relationships with their educators.

Mentoring relationships will be established between Exemplar schools and Alcott to foster best practices and develop relevance and rigor in student activities. Alcott's teachers will meet regularly in professional learning communities (PLCs) to examine student work and teacher curriculum delivery with exemplar schools as coaches and mentors. The Principal will provide on-going feedback after classroom walk-throughs to validate learning and to help teachers improve on student learning. New teacher pathways will include the principal, district administrators and all teachers new to the district, training-of-trainer (TOT); and training will be incorporated in new teacher in-service to enable teachers to understand the core values of the district.

Houston ISD and Alcott plans to create an implementation and communication plan to support actions and gain alignment from key stakeholders on the path forward. The Houston ISD Board of Education is totally on board with transforming Alcott to be a benefit to the students. Houston ISD has developed a strategic direction that will guide the best course of action for its students in order to realize the goals outlined by the Board of Education. The objectives of strategic planning process are:

1. create a clear picture around efforts to increase student achievement;
2. integrate findings from other ongoing efforts);
3. outline a set of strategic initiatives that enable HISD to meet its goals, assembling current efforts into a single picture and identifying gaps; and
4. determine any adjustments required to current resources both human and financial to support the strategic initiatives.

Additionally, the professional development that teachers will receive from the Children's Learning Institute will increase their capacity in Early Childhood education. The job embedded professional development that teachers and the coordinator will receive from the administrative team will also build teachers capacity in planning and delivering highly effective instruction and build the coordinators capacity in conducting observation and feedback protocols, managing human capital and coaching teachers. Teachers' capacity being built will help to sustain the success of the program.

The parent workshops from Education Muses will have a positive impact on campus culture. Students will respond positively to their parents being present on the campus and being involved in their education. Alcott will continue to maintain or increase parental involvement through monthly informational and enriching activities, through family nights, and through volunteer opportunities in the classroom. Alcott will also continue to recruit from the community for instructional support employment opportunities.

In order to provide continued funding to support the continued utilization of the Early Learning Intervention Model, Alcott will leverage existing partnerships that have been developed during the grant with outside agencies. Alcott can also utilize Title I to support the school's efforts. As Alcott implements the model with fidelity, the school will see an increase in enrollment which will also allow it to continuously support the model in place and to add more classrooms created using the Early Learning Intervention Model that will be in place campus wide. Alcott Elementary will also continue to pursue grant funding in order to sustain the success with this model and to see its effects long-term in the upper grades.

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## Schedule #15—Project Evaluation

County-district number or vendor ID: 101912 | 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.

Houston ISD's organization is designed to emphasize teaching and learning, align school goals and programs for sustained improvement, eliminate duplicated services, and provide greater oversight of data and compliance with state laws and regulations. Since August 2016, district and campus leaders, and campus staff have collaborated to develop long-term goals for improvement. The sources of campus data reviewed included the TEA Accountability reports, School Report Card, STAAR results, the Campus Needs Assessment, and the School Improvement Plan, as well as community level data. Based on the campus needs assessment and community input, and upon the TTIPS seven Critical Success Factors, the campus leadership team and campus stakeholders have identified the following goals and objectives to guide Houston ISD and Alcott's efforts toward improving the overall achievement of the school:

- Increase targeted, job-embedded professional development for all teachers
- Increase parental involvement through parent trainings and engagement opportunities
- Enhance campus culture to promote a culture of achievement and high expectations for all students, parents, and teachers, with increases in school attendance rates and promotion rates
- Increase the percent of students in PK- 2nd grades that are achieving at/above grade level, based on district assessments by the end of the 2019-2020 school year.
- Increase the percent of students in grades 3-5 who scored at Level II Satisfactory and Advanced in Reading and Math to be at/above parity with Houston ISD by the end of the 2019-2020 school year.
- Increase leadership effectiveness.

Additionally, Houston ISD's current appraisal and development process will be used to provide all teachers with regular, timely, accurate, useful feedback on their performance and individualized development that will help them do their best work in the classroom.

**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.

Alcott will collect assessment data from the following: Circle Assessment, District Level Snapshot, District Level Assessment, STAAR, and TELPAS. For the project, 100% of the enrolled Pre-Kindergarten students will take the Circle assessment in their home language; 100% of the enrolled students in Kindergarten through Fifth will take all District Level Snapshots and Assessments. 100% of Third through Fifth grade enrolled students will take the STAAR. 100% of Kinder through Fifth grade English Language Learners will take the TELPAS Assessment. Students will also be given bi-weekly common assessments on the campus level.

Individualized data collected from the common assessment will determine what intervention strategies must take place. One of the primary methods of collecting data will be a result of the school enrolling in the Children's Learning Institute (CLI), CLI Engage platform, and utilizing the Texas School Ready! Child progress monitoring assessments with pre-kindergarten students. In addition, teachers will review all of the data as part of the weekly discussions. Campus leaders will maintain a schedule of data driven discussions and planning sessions as part of the plan for professional development so that staff review each element of campus and student data weekly and summatively at the end of each semester. As results are reviewed, each group will report program specific reports to campus leaders on the progress of implementation of project activities and the level of effectiveness of the initiatives and programs in order to promptly identify any needed adjustment in the implementation of the project plan.

To increase leadership effectiveness the School Support Officer and the Project Coordinator will provide systematic training to campus leadership, develop a district rubric to measure leadership capacity and progress, and report results to the leadership team. Data on learning time will be collected by the teacher specialists, and will be used to review academic achievement and climate to report progress to campus and district leadership each grading period. The staff will collect participation data on parental involvement, including the number of activities and the number of participants to report to campus and district leadership each semester. To monitor the increase in teacher quality, the Principal will report to the campus and district leadership the aggregated results of classroom walkthrough observations, attendance data, and student achievement.

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**Schedule #15—Project Evaluation (cont.)**

| County-district number or vendor ID: 101912 | Amendment # (for amendments only): |
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**Part 3: Assessing effectiveness of interventions.** Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

The proposed project's evaluation plan to assess the effectiveness of program activities and interventions including both summative and formative components to ensure the ongoing monitoring of continuous improvement. The overall responsibility for implementing the project's evaluation plan, at the campus level lies with the Principal, the School Support Officer, and the Project Coordinator. The team will report, where appropriate, on a quarterly and end-of-year basis, both formative and summative program findings to the school staff, community, and the Texas Education Agency.

Ongoing monitoring and formative evaluation will be used to provide timely, regular, and useful feedback to the district and other stakeholders on the success and progress of the interventions, as well as to identify areas for needed improvement. This will be based on the stated goals and objectives, as outlined previously. The proposed project's processes will be continually reviewed and improved. In order to ensure that a process for ongoing monitoring for continuous improvement is implemented, the evaluation design will follow an action plan at the campus level that will:

- Hold regularly scheduled meetings with staff and other stakeholders
- Monitor progress to inform program modifications as needed
- Elicit feedback from all stakeholder groups
- Resolve any issues and challenges in a timely manner by maintaining open communications pathways.

The plan will articulate policies and procedures for the facilitation of continuous monitoring and continuous improvement and will be available for and communicated to all staff and stakeholders at the beginning of the project's grant period. It will also be available for reference, at any time, by making a request to the Principal. Houston ISD assures that the campus will meet all required reporting expectations set forth by the Texas Education Agency and complete a final evaluation that addresses the following:

- The degree to which the interventions set forth in the project were implemented according to the plan
- The effectiveness of the interventions in achieving the goals and objectives of the project
- The impact of the project interventions on the participants and degree to which targets were met

When there are problems with the project's delivery, it is imperative that the problems be addressed immediately. Where problems are identified, the first step is to meet with the Leadership Team to ensure an accurate assessment of the issue, and identify what the actual delivery expectation is. Then, documentation and evidence of the issue needs to be compiled. Once it ascertained that there is improvement needed, the Principal (or her designee) will have a vision-oriented conversation with the parties identifying the needed changes and the timeline for improvement. Continued assessment will either result in a confirmation that the project's delivery is on target, or it will delineate the need for the cessation of service and the need for a replacement.

Specifically, the leadership team, including the Principal, Project Coordinator, and Early Learning Intervention Coordinator will be responsible for assessing the effectiveness of the program. The Dean of Instruction will be specifically responsible for appraising the PK/K teachers and providing them instructional support to improve their practices. The Early Learning Intervention Coordinator will also assess the effectiveness of the teachers and of the implementation of the program. The leadership team will meet weekly and discuss the effectiveness of the program, the instruction, and the interventions. Action plans will be created to identify needed adjustments based on feedback from all parties at the meeting. Assignments will be given and the Principal will be ultimately responsible for ensuring that problems are corrected and teachers and leadership are provided the needed supports to maintain a successful program.

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| Schedule #16—Responses to Statutory Requirements | |
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| County-district number or vendor ID: 101912 | 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.

School administrators will work with the Project Coordinator and School Support Officer to facilitate the processes governed by state and federal law to ensure best practices and a level playing field, as well as fair and equitable treatment for all suppliers. Through this collaborative effort, both the Supplier and Houston ISD will benefit from working as business partners, thereby having the right to exchange products and services, at the right cost, from the right Supplier, to the right location every time without prejudice or bias. The School Support Officer has the authority to commit district funds for the acquisition of goods and services.

All service providers will be selected using the current procurement procedures as approved by Houston ISD. External service providers go through a stringent screening process. Such providers will have a proven record of success in other educational settings over time. References are required from service providers from schools with which they have worked, including the names of campus administrators. The District shall appropriate funds that will be used, pursuant to administrative regulations set forth by the Superintendent, to procure the required goods and/or services, in accordance with the following stipulations:

The authority to purchase, i.e., the authority to obligate district funds to an agency outside of the Houston ISD, is vested in the Superintendent, or his designee, with the authority to purchase or contract to purchase materials, supplies, equipment, and services; to lease equipment and facilities necessary for educational programs and district operations; and to contract for renovations and construction. All such purchases and/or contracts shall be awarded contingent upon the availability of unrestricted funds in the approved operating or capital budget. All contracts must be signed by the Superintendent or his/her designee.

All district employees shall encourage and promote, on an inclusionary basis, contracting opportunities for all businesses, without regard to race, color, sex, religion, national origin, marital status, sexual orientation, age, gender identity or expression, genetic information, ancestry, or any legally protected status. All contractors and vendors desiring to do business with the Houston ISD and/or to participate on Houston ISD contracts shall be required to comply with Board policy.

All vendors and contractors doing business with the Houston ISD shall provide all persons with equal opportunity without regard to race, color, sex, citizenship, ethnic or national origin, age, disability, medical status, military status, veteran status, marital status, sexual orientation, gender identity or expression, genetic information, ancestry, or any legally protected status.

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

County-district number or vendor ID: 101912 | 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.

The district's Procurement Services Department is responsible for facilitating the processes governed by state and federal law to ensure best practices and a level playing field, as well as fair and equitable treatment for all suppliers. Through this synergistic effort, both the Supplier and Houston ISD will benefit from working as business partners to strengthen the social and economic foundation of the district and the community at large. The mission of the Houston ISD Procurement Services Department is to ensure the uninterrupted flow of goods and services needed to efficiently operate the district cost effectively. In other words, the right products and services, at the right cost, from the right Supplier, to the right location, at the right time, every time.

Procurement Services has the authority to commit district funds for the acquisition of goods and services. Procurement Services is responsible for facilitating the processes governed by state and federal law to ensure best practices, and an equally competitive environment for the purchase of all goods and services. The district purchases a wide variety of goods and services, including but not limited to: (1) Consultants/Professional Services; (2) Construction/Repairs of Facilities; and (3) All other goods and services. The district is required to competitively bid any/all expenditures greater than $10,000.00 in the aggregate; meaning just about every purchase made by the district.

BIDS AND PROPOSALS: All expenditures (district-wide) must be competitively bid by the Procurement Services Department, only. Competitive bids are generally solicited either by means of a Request For Proposal (RFP), or a competitive sealed bid (or proposal). While RFP's may result in additional negotiations before a contract award takes place, all bids/proposals should always be prepared with utmost care, providing the bidder's best offer. Contracts awarded as a result of an erroneous offer may result in serious financial loss or other hardship for the bidder. Current bid/proposal solicitations are announced in one or more local newspapers of mass-distribution for two consecutive weeks. They are also posted on the district's Procurement Web site and are physically posted on the district bulletin board in the Hattie Mae White Educational Support Center.

Usually, all contracts that require Board of Education approval ($10,000. or greater) will result in a Master Agreement (contract), against which, one or more purchase orders may reference.

MINORITY AND WOMEN BUSINESS ENTERPRISES (M/WBE) PROGRAM: Houston ISD, in keeping with its high standards, good business practices and fiduciary responsibility as a taxpayer supported public entity, continually strives to ensure that all Suppliers have the opportunity to support HISD, and is committed to providing equal procurement opportunities to MWBE Suppliers. HISD defines M/WBE Suppliers as a business enterprise that is at least 51% owned, operated, managed, and controlled by one or more members of the following socially or economically disadvantaged groups: African Americans, Hispanic Americans, Asian/Pacific Island Americans, native American Indians (American Indians, Eskimos, Aleuts, and native Hawaiians), and non-minority women. HISD's minimum MWBE goal is 20% of all purchasing and construction, and 25% for professional services. At the very least, good faith efforts in the use of MWBE's are required by policy in the purchase of:

- Goods and Nonprofessional Services s (General and Subcontractors)
- Construction Contract
- Professional Services

All district Suppliers are asked to commit to the same goals when doing business with their Suppliers. M/WBE seminars are held on the first (business) Monday of each month.

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

County-district number or vendor ID: 101912 | Amendment # (for amendments only):

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

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| 1. | Training school staff in the parameters and programs and services that will be available as a result of the grant, including professional development for the use and care of technological resources to enhance instruction. |
| 2. | Creating Rubrics for assessment of interventions and the impact of those interventions on student achievement. |
| 3. | Identifying necessary community partners and introducing them to the upcoming pathway of interaction that will result from the full implementation of the project. |
| 4. | Establishing a common culture of work and expectations that will result in the clear delineation of lines of communication among all of the individuals that will be working within the parameters of the implementation. |
| 5. | Identifying staffing needs for the following school year based upon the data compiled from within the school and hire administrative/instructional staff, including Project Coordinator, ECE Teachers, Interventionists. |
| 6. | Test assessment and benchmarks to ensure accurate data collection processes are in place. |
| 7. | Rolling out the timeline for the goals and expectations to the school staff, and receiving feedback on the feasibility and attainability of the desired goals to ensure a common vision. |
| 8. | Design, develop and prepare for implementation with the guidance of the state approved technical assistance provider. |
| 9. | Register for/attend required TTIPS team training. |
| 10. | Recruit, screen, and select potential external providers (Complete contractual agreements). |
| 11. | Develop Staff Development Plan and Timeline. |
| 12. | Communicated project mandates to all stakeholders. |
| 13. | Purchasing resources for the expansion of Pre-Kindergarten. |
| 14. | Ensuring communication pathways are establish between campus based personnel and District-level support personnel. |
| 15. | Identifying any potential challenges involving the physical site that might be a barrier to implementation. |
| 16. | Creating the necessary systems to establish and effective data management system that allows for the collection, sharing, and analysis of data throughout the school. |
| 17. | Develop instructional framework to guide the improvements in teacher quality, and identifying campus-based supports for teachers. |
| 18. | Develop instructional framework to guide the improvements in teacher quality, and identifying campus-based supports for teachers. |
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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912 | 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.

Multiple measures are being enacted this school year to create teams of teachers to strengthen school ties, have more structured monitoring of the mentoring relationships, providing communication pathways between the new teachers and the Leadership Team, and creating a reward program to motivate and encourage teachers towards excellence. In addition, professional development will be structured in a way that allows teachers to create learning tracks that will be used as a basis for the institute model of professional development that will be implemented as a result. The professional development will be job-embedded and will be culturally responsive to address the specific needs of the demographics and sub-populations within the school.

The PK-3 staff are working together to implement instructional changes in the Early Childhood program in order to provide teachers with the tools to build better foundations for learning. All members of the leadership team will be trained to ensure that walkthroughs and observations are conducted with an emphasis on student achievement. This allows for accurate analyses of school needs, professional development needs, and possible staffing needs. In addition, the Principal is identifying staff members with the capacity to be school leaders to provide mentoring and training. These teachers will be given roles in the school to develop their leadership potential, gain valuable experience in the administrative mechanisms of running a school, understanding the statutory requirements in a school, and practices and habits of successful school leaders. In addition, the SSO will work with the Leadership Team to ensure that professional growth of each member, and the Leadership Team is responsible for modeling the need for Professional Growth to the staff by sharing their own learning through Professional Developments, Mentor Meetings, and Staff Meeting.

The Leadership Team is developing mechanisms for data collection and analysis. This includes looking at the feasibility of data collection, the volume of data collection, and most important the use and usefulness of the collected data. Team Leads within the school will work with the Leadership Team to identify the data sources that are most useful for their content, grade level, and context. A concerted effort will be made to identify parent partners that will be instrumental in creating a Parent's Council. From this pool, it may be possible to identify the Parent Liaison that will spearhead the Parents as Partners program in the school. The aim is to increase community awareness of and involvement in the programs that will be available. "Family involvement helps children get ready to enter school, promotes their school success, and prepares youth for college" (Harvard Family Research Project, 2006).

The Parent's Council will be given a dedicated space, a parent center, located in the school library. The parent center will function as the central space on campus where parents can interact with other parents, school staff, and also access school-based and online resources so that they may better advocate for their children. The Parent's Council will also be intregal to getting more parents to be involved in school activities. "Children in grades K–3 whose parents participate in school activities have high quality work habits and task orientation" (Izzo, Weissberg, Kasprow, and Fendrich,1999). The overall goal of the The Parent's Council and the parent center is empower families and increase coomunication between the school and home to support the well-being and academic achievement of all students at Alcott.

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

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**Statutory Requirement 5: Principal Replacement**
Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 5 implementation, the principal's first year at the applicant organization must have begun at or during school year 2015-2016. The principal may not have been principal of the applicant organization prior to school year 2015-2016.** These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| | |
|---|---|
| Name of principal who will be in place through the implementation of the model: | Dimitrie Rainey |
| Hire date, or anticipated hire date of the principal who will be in place for implementation of the model: | July 24,2016 |

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

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

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

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

County-district number or vendor ID: 101912 | 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: | Alcott Elementary will utilize the Circle Assessment from the Children's Learning Institute as a summative assessment, and teacher created formative assessments to assess student's growth. Alcott Elementary will utilize DRA2 and Running Records to analyze levels for Kindergarten students. Alcott Elementary will also utilize district snapshot data and STAAR data as we move through the model from year one to year five. Student growth is 30% of the teacher's evaluation. Instructional practices will be weighed at 50% and Professional Expectations at 20%. |
| Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice: | HISD's teacher evaluation system will be utilized for this process. Teachers will have multiple informal walkthrough observations throughout the entire year. They will receive feedback, support, and create an action plan for improvement following each observation. Teachers will also have two formal observations and two formal walkthroughs during the year. They will also receive feedback, support and create and action plan for improvement following each of these observations. |
| Describe how the evaluation system was developed with teacher and principal involvement: | The Teacher Appraisal and Development System (TADS) is a common evaluation system that will allow Houston ISD to ensure consistency and comparability across the district, based on a common definition of teacher effectiveness. The TADS consists of multiple components which contribute to an overall Teacher Effectiveness Measure. These components include Teacher Assessment on Performance Standards, Surveys of Instructional Practice, and Student Growth and Academic Achievement. The school will take part in calibration and rubric analysis opportunities to ensure all evaluators view instructional quality from the same lens and to further ensure that teachers continue to reach proficiency and that is communicated to the Instructional Staff. |

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

| | |
|---|---|
| Describe the rewards available for educators who have increased student achievement in implementing the model: | Teachers will be awarded through Alcott's TTIPS Cycle 5 grant (once funded). The monetary reward will be paid to teachers for outstanding student performance on measured assessments. |
| Describe protocols/interventions to support teachers who are struggling to improve professional practice: | Houston ISD's evaluation system requires walkthroughs and observations throughout the year. Teachers have an individual professional development plan that they create to focus on areas of growth that they will work on and that leadership will support them with. They are provided job embedded professional development as well as opportunities to observe exemplar teachers. They are also provided opportunities to receive professional development from out of district contractors/vendors. |
| Describe the criteria established for educator removal: | After providing multiple supports and professional development opportunities for the struggling teacher without success, the teacher is placed on a Prescriptive Plan of Assistance that lays out a plan of action to help build teacher capacity and turnaround the trajectory of teacher practice to that of effectiveness. If the teacher does not show growth or chooses to reject the plan and actions laid out in the plan, that person will be taken to file review and a collaborative decision will be made to either retain the teacher or remove the teacher. |

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

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

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

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

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

Click and type here to enter response.

N/A

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

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

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

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

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

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

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County-district number or vendor ID: 101912 | Amendment # (for amendments only):

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

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

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County-district number or vendor ID: 101912 | Amendment # (for amendments only):

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

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

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

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

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

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

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

| | |
|---|---|
| Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries. | Alcott Elementary currently offers all-day Preschool for 3 and 4 year olds. Alcott has classes that consist of one Traditional, and one Bilingual class. All the teachers are highly-qualified that teach. With the Early Learning Intervention Model, Alcott will add an additional class with a Master Early Childhood teacher. Comparable salary is $51,000 to $71,500. The National Association for the Education of Young Children (NAEYC) also suggests specific teacher-child ratios for accreditation, with an overall ratio recommendation of 1:10 and a class size of no more than 20 with, at a minimum, one teacher with high staff qualifications. The daily schedule for PK staff is 7:15 – 3:45 p.m. |
| Indicate if the campus will partner with community-based provider or off-site campus to deliver key components of the model; such as staffing or facilities needed to deliver a grade-level or other educational program.<br><br>If such a partnership will exist, describe how the campus and LEA will ensure all students benefitting from the grant are enrolled at the eligible grantee campus. | The campus will not partner with a community-based provider to deliver the preschool program. With TTIP grant funds, Alcott will hire an additional full-time Master Early Childhood teacher. |

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County-district number or vendor ID: 101912 | Amendment # (for amendments only):

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

| | |
|---|---|
| Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills: | The preschool program is based upon the recommendations of the National Association for the Education of Young Children (NAEYC) in alignment with the standards set for by the Texas Education Agency. Research-based recommendations by NAEYC insist on a play-based curriculum that champions developmentally appropriate practices in an enriched environment by an intentional teacher. A play based-curriculum will allow for the development of necessary precursors to academic learning, as well as develop socio-emotional skills. As a result of collaborative planning sessions, the program will be vertically aligned in all subject areas. The introduction of a school-based social worker and fulltime counselor will address the socio-emotional needs of all students. |
| Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness: | Enrollment and training in the Children's Learning Institute (CLI), CLI Engage platform, and the utilization of the Texas School Ready! child progress monitoring assessments with pre-kindergarten students will enable teachers to assess the ECE students. Additionally, continuous assessment of socio-emotional skills using agreed upon rubrics, and observations of students engaged in performance based assessments will guide continuous improvement and next grade readiness. PK students will be tested with the Circle exam at the end of the year. Kindergarten students will be assessed using Istation, district snapshots, campus created common assessments. |

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**Statutory Requirement 15: Screening and Selecting Staff**
Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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

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**Statutory Requirement 16: New Governance Structure/Turnaround Office**

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

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

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

Click and type here to enter response.

N/A

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**Statutory Requirement 17: Whole-School Reform Model Developer**
Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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

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**Statutory Requirement 18: Operations under a Charter School Operator, CMO or EMO.**
Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.
In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.
Applicants not proposing a Restart model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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N/A

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**Statutory Requirement 19: Enrollment in higher achieving schools**

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

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

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

Click and type here to enter response.

N/A

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 101912 | Amendment # (for amendments only):

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

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

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

Use Arial font, no smaller than 10 point.

**Critical Success Factor:** ***Improve the Instructional Program***

| | Planned Intervention | Description of Grant Costs to Support Intervention (Budget Narrative) |
|---|---|---|
| 1. | Provide Training for teachers in Data Driven Instruction, including training in data collection, data analysis, and using data to inform planning and instruction. | Grant funds will be used to provide professional development to teachers in the use of Data Driven Instruction in the classroom and how to use technology in a way that is interesting to the students, will get their attention, and allow for personalization in the classroom. |
| 2. | Increase access to Technology in the school by procuring IPads, computers, SmartBoards and other technological advancements to enhance instruction and provide teachers with the necessary training to ensure those tools are used effectively. | Grant funds will be used to acquire technology to be used by students and teachers in the classroom to support instruction and learning. |
| 3. | Provide opportunities for planning sessions with teachers to occur, including vertical planning and horizontal planning. | Grant funds will be used to pay teachers extra duty pay (of $25 per hour) to regularly meet in planning sessions, including vertical planning and horizontal planning. |
| 4. | Provide funding for teacher to attend professional conferences and workshops in areas of professional need to strengthen their knowledge base and instructional toolkit of teachers. | Grant funds will be used to provide teachers with the opportunity to attend professional conferences and workshops in areas of professional need to strengthen their knowledge base and instructional toolkit. |
| 5. | Ensure cultural-responsive pedagogy is used in all classrooms by ensuring that teachers have access to quality professional development, have access to coaching and modeling of practices, and have meaningful feedback sessions after observations and walkthroughs to ensure high quality instructional practices are utilized. | Grant funds will be used to provide teachers with professional development to support the growing diversity on the campus. This cultural proficiency training will allow teachers to learn strategies to help all students increase academically. |

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101912 | Amendment # (for amendments only):

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

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

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

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

Use Arial font, no smaller than 10 point.

**Critical Success Factor:** ***Increase Teacher Quality***

| | Planned Intervention | Description of Grant Costs to Support Intervention (Budget Narrative) |
|---|---|---|
| 1. | Expand the PK program and ensure that the student to teacher ratio in PK is 10:1, and that there is a highly-qualified teacher in each classroom. Select teachers based upon the staffing needs of the school, after assessing data and teacher performance. | Grant funds will be used to hire a PK teacher to expand Alcott's early childhood education program. |
| 2. | Ensure that all teachers in the ECE program, and the whole school, use data to identify and implement an instructional program that is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State academic standards; Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions. | Grant funds will be used will be used to provide professional development to ECE teachers on Data driven Instruction, and data analysis software. |
| 3. | Develop mentor network and program to retain teachers who have been successful in improving student achievement, including partner pairings with successful teachers at other schools with similar demographics, teacher teams within the school, and admin teams, where each teacher is assigned a member of the Leadership Team as an instructional leader. | Grant funds will be used for Extra duty to pay teachers in the amount of $25 per hour during the after school time of the school day. These funds will be used to compensate teachers for the additional time they work outside of the school time – after school. |
| 4. | The Leadership Team will be trained on effective documentation and Teacher Development and Appraisal Systems to ensure that processes are followed to ensure that teachers who are not performing can be removed from the campus. | Grant funds will be used used to provide professional development on effective documentation and Teacher Development and Appraisal to the Principal. |
| 5. | Develop incentive program for teachers who exceed the goals of the program, and who are committed to the program as evidenced by their student achievement and retention in the school throughout the grant cycle. | Incentive pay for teachers to improve attendance, lead to more time spent teaching students. This incentive will lead to improved performance of Alcotts students. (Up to $250 per month per teacher X 6 months in year 1 and 10 months in years 2-4. |

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101912 | Amendment # (for amendments only):

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

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

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

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

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**Critical Success Factor:** ***Increase Leadership Effectiveness***

| | Planned Intervention | Description of Grant Costs to Support Intervention (Budget Narrative) |
|---|---|---|
| 1. | A new Instructional Leader was hired in July 2016 as the principal of Alcott Elementary. | The quality of effective campus leadership has a significant impact on school culture and equity (Habegger, 2008; Villarreal, 2001), teacher turnover and effectiveness (Beteille, Kalogrides, and Loeb, 2011), and student success (Leithwood et al., 2004). No grant funds will be used to pay the salary of the campus principal. Houston ISD will pay the principal's salary with local/school funds. |
| 2. | Leadership partners with academically successful principals for mentorship, coaching, and observable examples of leading with excellence. Principal will attend leadership professional development sessions and conferences. Principal will attend professional development sessions with a focus on Reading, Math, Writing and Science strengthen instructional capacity. | Professional development provided for the Principal on leadership, developing teacher support, and improving instructional capacity in core subjects. Grant funds will be used for this professional development. |
| 3. | Principal will be given additional operational flexibility in deciding which programs and initiatives are in line with the school goals, and are based upon the school's specific needs. | As organizational and instructional leaders, Principals need the capacity and expertise to enable enhanced educational outcomes (Myung, Martinez, and Nordstrum, 2013). No grant funds will be used to pay the salary of the campus principal. Houston ISD will pay the principal's salary with local/school funds. |
| 4. | Members of the Leadership Team will attend TEA seminars that address school improvement and learn and share the best practices for school improvement. | Grant funds will be used to pay for school leadership to travel to and attend conferences and exemplar school sites. |
| 5. | Potential school leaders will be identified for mentorships and professional development towards their goals of increasing their responsibility within the school to ensure that a pipeline of qualified individuals who are prepared for leadership in the school is created. | No grant funds will be used to pay for this item. Houston ISD will assist Alcott's principal to identify mentors. |

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101912 | Amendment # (for amendments only):

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

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

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

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

Use Arial font, no smaller than 10 point.

**Critical Success Factor:** ***Increase Use of Quality Data to Inform Instruction***

| | Planned Intervention | Description of Grant Costs to Support Intervention (Budget Narrative) |
|---|---|---|
| 1. | Principal, Dean of Instruction, and Specialists will work with teachers to ensure an understanding of data requirements, collections procedures, and reporting processes. | Dean of Instructions and Specialist will be hired with grant funds to provide support to teachers, along with the Principal. The Dean of Instruction will provide support to the school/teachers related to student success and data-driven instructional strategies. |
| 2. | Teachers will be required to show links to data in instructional plans and in collaborative meetings to ensure that data is maintained and actually used to inform planning. | Extra-duty pay for professional development activities related to data-driven instructional practices. Teachers will receive $25 per hour during the school year and $30 per hour in the summer. |
| 3. | Professional Developments will be planned to ensure a common understanding of the data analysis process, and the expectations for it within the school, including explicit instruction in the District's Data analysis software. | Grant funds will be used for professional development to be provided on integrating technology into the classroom and data driven instruction to personalize learning for all students. |
| 4. | The whole staff will receive training in the use of data analysis software by the District that can produce assessments and analysis of the assessments. | Grant funds will be used for extra duty pay will be provided for professional staff. Professional development for teachers on integrating technology into the classroom, and data driven instruction. |

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101912 | Amendment # (for amendments only):

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

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

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

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

Use Arial font, no smaller than 10 point.

**Critical Success Factor:** ***Increase Learning Time***

| | Planned Intervention | Description of Grant Costs to Support Intervention (Budget Narrative) |
|---|---|---|
| 1. | Students will participate in after-school and Saturday tutorials. Holiday camps will be held to increase learning time. | Grant funds will be used to pay for extra duty pay for teachers to increase learnig time for all students. |
| 2. | Teachers will be trained on how to maximize instructional time. | Grant funds will be used for teachers to pay them extra duty pay to attend professional development on maximizing instructional time for diverse learning styles. |
| 3. | Implement attendance requirement among teachers to increase in actual Instructional Time, and hold teachers accountable for their attendance based upon the standards set forth by the District, and the reporting procedures set forth in the Campus Staff Handbook. | No grant funds will be used to pay for this item. Houston ISD will pay for this item with local/school funds. |
| 4. | Adjust the timetable so that 30 minutes of everyday is dedicated to Interventions/Enrichment/Practice to specifically address deficiencies and learning issues as they occur. | No grant funds will be used to pay for this item. Houston ISD will pay for this item with local/school funds. |
| 5. | Adjust the school timetable to create blocks of instruction to add more time to the learning day, by decreasing breaks and time needed to change classes. | No grant funds will be used to pay for this item. Houston ISD will pay for this item with local/school funds. |

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101912 | Amendment # (for amendments only):

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

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

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

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

Use Arial font, no smaller than 10 point.

**Critical Success Factor:** ***Increase Parent/Community Engagement***

| | Planned Intervention | Description of Grant Costs to Support Intervention (Budget Narrative) |
|---|---|---|
| 1. | Host a Parent's Meeting at the beginning of each term to engender goodwill and ensure that the lines of communication are open and available between the parents, community stakeholders, and the school staff. | Extra duty pay will be provided for professional and support staff. Supplies will be purchased to be used during meetings. |
| 2. | Monitor communications with the parents to ensure that teachers are consistently communicating student progress and school events to the parents, and that parents are aware of the programs and services that are offered at the school. | No grant funds will be used to pay for this item. Houston ISD will pay for this item with local/school funds. |
| 3. | Parent Liaison will be hired to coordinate classes/workshops/family nights/etc. | Parent Liaison will be hired to staff the Parent Center, to engage parents, and provide ongoing training opportunities to them during the school year. Technology resources will be purchased to facilitate the training of families. |
| 4. | Provide space and time for social service agencies to utilize the school to meet with parents to ensure families are receiving the social and emotional support that is available to them. This includes hosting training classes where the parents can learn more about the online resources offered by the district, learn computer skills, and language skills, where needed. | Grant funds will be used on training to be provided to parents on how toadvocate for their children; children will receive socio-emotional supports to nurture their developmental well-being. Training will also be offered to parents about available community and online resources and parenting self-help skills. |
| 5. | Develop Parent Commitment Contracts to increase the expectations and understanding of the academic requirements of the students, and to give the parents information on how to be more actively involved in the school. | No grant funds will be used to pay for this item. Houston ISD will pay for this item with local/school funds. |

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101912 | Amendment # (for amendments only):

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

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

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

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

Use Arial font, no smaller than 10 point.

**Critical Success Factor:** ***Improve School Climate***

| | Planned Intervention | Description of Grant Costs to Support Intervention (Budget Narrative) |
|---|---|---|
| 1. | Leadership will be trained on how to create a positive climate. | Grant funds will be used for professional development to be provided to the school leadership oncreating and maintain a positive culture and climate within the school. |
| 2. | Increase the number of outside learning experiences that are available to the students, including visits to colleges and trips to cultural performances to increase the relevance and real-world application classroom content and have a positive impact on students' attitude towards education. | Grant funds will be used for registration fees, bus transportation, and other related costs for educational field trips. |
| 3. | Develop activities and programs that increase school spirit, and give students ways to express it positively through competitions. | Grant funds will be used for supplies and materials needed to support activities and programs that increase school spirit, and give students ways to express it positively through competitions. |
| 4. | Enact a "college day" each semester where teachers and students will be encouraged to wear college branded clothing and decorate their rooms and hallways with paraphernalia. | Grant funds will be used for supplies and materials needed to support activities and programs that increase college and career exploration and awareness. |
| 5. | Parent Liaison and community partners will lead and facilitate efforts to engage parents and integrate them into the process of improving the school climate. | A full-time Parent Liason will be hired to work with the Parent Engagement Specialist. Ongoing trainings will be provided to parents in the Parent Center. |

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## Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 101912 | 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: 101912 | 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: 101912 | Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

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

**Barrier: Drug-Related Activities**

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

**Barrier: Visual Impairments**

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

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County-District Number or Vendor ID: 101912 | Amendment number (for amendments only):

**Barrier: Visual Impairments**

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

**Barrier: Hearing Impairments**

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

**Barrier: Learning Disabilities**

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

**Barrier: Other Physical Disabilities or Constraints**

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

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

County-District Number or Vendor ID: 101912 | Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

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

**Barrier: Absenteeism/Truancy**

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

**Barrier: High Mobility Rates**

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

**Barrier: Lack of Support from Parents**

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

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

County-District Number or Vendor ID: 101912 | Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

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

**Barrier: Shortage of Qualified Personnel**

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

**Barrier: Lack of Knowledge Regarding Program Benefits**

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

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

County-District Number or Vendor ID: 101912 | Amendment number (for amendments only):

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

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

**Barrier: Lack of Transportation to Program Activities**

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

**Barrier: Other Barriers**

| # | Strategies for Other Barriers | Students | Teachers | Others |
|---|---|---|---|---|
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |
| Z99 | Other barrier<br>Other strategy | ☐ | ☐ | ☐ |

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