

**Texas Education Agency
Standard Application System (SAS)**

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	FOR TEA USE ONLY Write NOGA ID here: 136107257110003
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	Place date stamp here. 2015 AUG 20 AM 10:47 TEA EDUCATION
Submittal information:	Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Houston Independent School District	101-912	Sterling High School/014	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
74-6001255	4	9	061292124
Mailing address	City	State	ZIP Code
4400 S. 18 th Street	Houston	TX	77092-8501

Primary Contact

First name	M.I.	Last name	Title
Justin		Fuentes	Principal
Telephone #	Email address		FAX #
713-991-0510	jfuentes@houstonisd.org		713-991-8111

Secondary Contact

First name	M.I.	Last name	Title
Annetra		Piper	Manager, Grants Department
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.**

Authorized Official:

First name	M.I.	Last name	Title
Terry	B	Grier	Superintendent of Schools
Telephone #	Email address		FAX #
713-556-6300	hisdsuperintendent@houstonisd.org		713-556-6323
Signature (blue ink preferred)	Date signed		

[Handwritten signature of Terry Grier] * 8.18.15

701-15-107-021

Only the legally responsible party may sign this application.

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Adjustments and/or amendments made on this page have been confirmed with Annetra Piper by telephone/fax/e-mail on 12-17-15 by Amy Samet of TEA.

* See Terry Grier's signature on next page

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713-556-6300	hisdsuperintendent@houstonisd.org		713-556-6323
Signature (blue ink preferred)	Date signed		

1/4/16

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Schedule #1—General Information (cont.)

County-district number or vendor ID: 101912	Amendment # (for amendments only):
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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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – SEE NOTE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200) – SEE NOTE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300) – SEE NOTE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400) – SEE NOTE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX) – SEE NOTE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 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
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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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
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> 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. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ol style="list-style-type: none"> 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	<p>The LEA/campus provides assurance that if it selects to implement the transformation model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> i. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and ii. Uses the definition of student growth as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable

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

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

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

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

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

Adapted from Texas Early College High School Blueprint, Benchmark 3.

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

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- degree.
- (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
 - (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
 - (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
 - (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
 - (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

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

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

- 9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
 - (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
 - (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
 - (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
 - (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

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

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

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

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

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

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

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

1. Offer full-day kindergarten.
2. Establish or expand a high-quality preschool program.
 A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
 - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
 - (B) High-quality professional development for all staff;
 - (C) A child-to-instructional staff ratio of no more than 10 to 1;
 - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
 - (E) A full-day program;
 - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
 - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
 - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
 - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
 - (J) Program evaluation to ensure continuous improvement;
 - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
 - (L) Evidence-based health and safety standards.
3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
5. Replace the principal who led the school prior to the commencement of the early learning model.
6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
 - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (B) Are designed and developed with teacher and principal involvement;
7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality

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educators.

9. Use data to identify and implement an instructional program that is:
 - (A) Research-based;
 - (B) Developmentally appropriate;
 - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
 - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
 - (A) Aligned with the school's comprehensive instructional program
 - (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

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

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

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
 - (A) Screen all existing staff and rehire no more than 50 percent; and
 - (B) Select new staff
10. 3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

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

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

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:

11.

1. Implement an evidence-based whole-school reform in partnership with a model developer.
 - (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: <http://www2.ed.gov/programs/sif/sigevidencebased/index.html>
 These approved models are supported by:
 - (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
 - (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
 - (C) A study which used a large sample and multi-site sampling.
3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
4. The whole-school model must implement the model for all students in the school.
5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
 - (A) School leadership
 - (B) Teaching and learning in at least one full academic content area
 - (C) Non-academic supports for students
 - (D) Family and community engagement

12.

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

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	<ol style="list-style-type: none"> 1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. 2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by: <ol style="list-style-type: none"> (A) significant improvement in academic achievement (B) success in closing achievement gaps either within a school or relative to other public schools (C) High school graduation rates (D) No significant compliance issues in the areas of civil rights, financial management and student safety. 3. Enroll, within the grades it serves, any former student who wishes to attend the school. <p>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.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the closure model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 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. <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>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.</p> <p>Under federal regulations for this program, a Rural LEA applicant may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</p>
15.	<p>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:</p> <ol style="list-style-type: none"> 1. Implement an evidence-based whole-school reform in partnership with a model developer. <ol style="list-style-type: none"> (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: <ol style="list-style-type: none"> (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation

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	<p>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.</p> <p>4. The whole-school model must implement the model for all students in the school.</p> <p>5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:</p> <ul style="list-style-type: none"> (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
21.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #5—Program Executive Summary

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

The Houston Independent School District's *A Declaration of Beliefs and Visions* has been the district's roadmap to success for two decades. A statement of HISD's instructional and operational philosophy, Beliefs and Visions has guided the district to ever-higher levels of student achievement and financial stability. The basic tenet of that document is HISD's commitment to focusing all of its resources on students and schools. To achieve that end, the school system is progressively decentralized administrative authority to establish critical decision-making and accountability at the campus level. Houston ISD core values start by providing a safe environment for every student and employee. Safety will then create a culture where student learning is the priority and employees concentrate on improving results and excellence. Moreover, parents are respected partners and are considered in the education process. Houston ISD is responsible and accountable to the community and its employees. The district shall be responsive and accountable to the public and its employees. Community members and employees shall receive respectful and courteous treatment. Through recruitment, retention, dismissal, and professional-development programs, the district will work to make sure students are served by the top talent available, from teachers to superintendents.

With signature programs and schools with unprecedented connections to corporations in our city, our schools are preparing students to enter the global workforce. The journey from pre-K student to Global Graduate is supported every step of the way. HISD recognizes the need to instill in students the skills they will need to be successful after high school, in college, or the workplace, and to compete in today's global economy. HISD's Global Graduate will be a leader who is able to work collaboratively and lead by example. The Global Graduate is also adaptable and productive, a skilled communicator, a critical thinker, and a responsible decision-maker. Students should also be ready to persevere in achieving academic and career goals.

HISD was the first district in Texas to pioneer the concept of an early college high school. In addition to earning their high school diplomas, our students also may earn associate's degrees across a variety of subjects. HISD's five early college campuses provide an opportunity for students to get a head start on their college aspirations, as well as save money on college tuition. A new ECHS will be a benefit to our diverse student population.

The district and campus have the organizational structure and capacity to develop and implement the proposed project. The Secondary School Office will utilize existing resources within the district to provide leadership support to campus personnel that will implement the grant project. District support staff has the qualifications and experience to provide oversight of the project. The campus principal also has qualifications and experience to implement this program. He was the principal of the district's first early college high school, Challenge and has served as the Director, High School Office, providing his expertise and support to high school principals across the district.

Communication structures are in place via the district's award winning website to provide critical means of connecting district personnel, parents, students and the Houston community to the efforts of HISD becoming the district of choice.

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Schedule #5—Program Executive Summary (cont.)

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

With grant funding, Ross S. Sterling Aviation High School (RSSAHS) will pursue the designation as a Texas Early College High School (ECHS), with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of Texas Title I Priority School (TTIPS) grant implementation period: Fall 2017. The Early College model will be implemented with fidelity in all areas and for all students. The degrees will include Associates of Arts, Associates of Science, and Associates of Applied Science. All students in the school will receive credits in both the academic and workforce areas. Sterling HS will partner with multiple Institutions of Higher Education (IHE) to take advantage of their specific expertise and connections with four-year Universities that extend the programming and credits earned at the IHE. RSSAHS will provide a college and career environment where all students will have the opportunity to earn up to 60 college hours or an associate degree while enrolled in high school.

The implementation of the early college model will expand the Future’s Academy program, an innovative model that will enable students to fulfill high school graduation requirements while simultaneously earning valuable industry certifications, college credits, and an Associate of Applied Science Degree by August after their senior year. It will create opportunities for college and career readiness where students will gain knowledge and skills to be successful. Students who are at-risk will no longer have the impression that college is unrealistic and will be empowered to either pursue a path into colleges or move directly into the workforce.

RSSAHS will continue to collaborate with Houston Community College and will start a partnership with San Jacinto College to connect the campus Small Learning Communities with their college and career paths. The Small Learning Communities consist of Aviation-Engeneering and Design; Aviation-Forensics; Aviation-Automotive & Diesel Mechanics; Aviation-Piloting; Aviation-Logistics; and Aviation-Human Resources. The Master Schedule will be changed to place students in SLC’s and provide time for PLCs to meet for planning and discussion of student’s needs. Professional development will be connected with to

Students entering RSSAHS will be provided with a summer bridge program which will include visits to local IHE’s involved in the Early College programming and participate in TSI preparation followed by administration of the TSI. Ninth grade students will participate in an AVID course and take pre-requisite college skill building courses offered by the IHE partners (e.g. EDUC 1300). Provided successful measures on the TSI and completion of the college skill building course, students will be offered both high school and college coursework during the summer to advance their pace toward the full 60 credit hours for a degree; note that this will be offered in subsequent summers through graduation. Tenth grade students will be offered an AVID course and 1-3 courses per semester which will include dual credit courses in either the core academic or career technical education areas. Eleventh grade students will be offered an AVID course and 1-4 courses per semester. Twelfth grade students will participate in a college seminar course to support application to college and attainment of funding through scholarships, grants, and financial aid, as well as 1-4 college courses.

Students will be supported academically through both in-class tutoring, which would include individual and small group pull-outs, and after-school and Saturday tutorials by classroom teachers. Additional support will be provided in Advisory and/or Guidance class, where they will be with a certified teacher who will help them review their syllabi, create calendars, and create study groups. Social/emotional support will be provided by assigned Dean of Students, school Social Worker, and dropout recovery network which will connect community organizations and groups to provide necessary services depending on individual child’s needs. Mentorship programs in both the academic and social/emotional arenas will also be provided by both district and external organizations.

Each school year students will be exposed to colleges and universities. Ninth graders will visit each of the IHE’s involved in the program, tenth graders will visit local colleges, eleventh graders will take a tour of the state to visit various universities, and twelfth graders will be provided opportunities to attend college summer camps or institutes and conduct college visitations during the school year. Additionally, students will be provided the opportunity to attend student leadership conferences with other Early College students.

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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: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015. Fund code: 276

Budget Summary *MC* *1/1/2016 - 7/31/2016*

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre-award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	\$429,750	\$0	\$0	\$952,950	\$0	\$952,950	\$0	\$952,950	\$0	\$802,950	\$0	\$4,091,550
#8-Professional and Contracted Services	6200	\$ 30,000	\$0	\$0	\$ 420,000	\$	\$ 420,000	\$0	\$420,000	\$0	\$305,000	\$0	\$1,595,000
#9-Supplies and Materials	6300	\$108,032	\$0	\$0	\$233,000	\$	\$233,000	\$0	\$233,000	\$0	\$233,000	\$0	\$1,040,032
#10-Other Operating Costs	6400	\$75,000	\$0	\$0	\$106,000	\$	\$106,000	\$0	\$106,000	\$0	\$82,000	\$0	\$475,000
#11-Capital Outlay	6600/ 15XX	\$362,500	\$0	\$0	\$73,128	\$	\$20,000	\$0	\$20,000	\$0	\$20,000	\$	\$495,628

Consolidate Administrative Funds Yes No

Percentage 5% indirect costs (see note):	N/A	26,667	N/A	N/A	73,859	N/A	71,725	N/A	73,859	N/A	56,680	302,790
Grand total of budgeted costs (add all entries in each column):	\$1,005,282	\$26,667	\$0	\$1,785,078	\$73,859	\$1,731,950	\$71,725	\$1,731,950	\$73,859	\$1,442,950	\$56,680	\$8,000,000

\$1,031,949 *\$1,858,937* Administrative Cost Calculation *\$1,805,809* *\$1,499,630* *JdC*
 Enter the total grant amount requested: \$8,000,000
 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: \$400,000

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

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

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

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Via telephone/fax/email (circle as appropriate)	By TEA staff person: Amy Samet

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	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional									
1	Teacher	5	\$75,000	0	\$270,000	\$270,000	\$270,000	\$270,000	\$1,155,000
2			\$	\$	\$	\$	\$	\$	\$
3			\$	\$	\$	\$	\$	\$	\$
Program Management and Administration									
4	Dean of Instruction	1	\$40,500	\$	\$81,000	\$81,000	\$81,000	\$81,000	\$364,500
5	Grant Administrator	1	\$33,250	\$	\$66,500	\$66,500	\$66,500	\$66,500	\$299,250
6	College Access Coordinator	1	\$31,000	\$	\$62,000	\$62,000	\$62,000	\$62,000	\$279,000
Auxiliary									
7	Title		\$	\$	\$	\$	\$	\$	\$
8	Title		\$	\$	\$	\$	\$	\$	\$
9	Title		\$	\$	\$	\$	\$	\$	\$
Other Employee Positions									
10	Title		\$	\$	\$	\$	\$	\$	\$
11	Title		\$	\$	\$	\$	\$	\$	\$
12	Title		\$	\$	\$	\$	\$	\$	\$
13	Subtotal employee costs:		\$179,750	\$0	\$479,500	\$479,500	\$479,500	\$479,500	\$2,097,750
Substitute, Extra-Duty Pay, Benefits Costs									
14	6112	Substitute pay	\$25,000	\$	\$25,000	\$25,000	\$25,000	\$25,000	\$125,000
15	6119	Professional staff extra-duty pay	\$150,000	\$	\$300,000	\$300,000	\$300,000	\$150,000	\$1,200,000
16	6121	Support staff extra-duty pay	\$20,000	\$	\$20,000	\$20,000	\$20,000	\$20,000	\$100,000
17	6140	Employee benefits (This is a flat percentage of personnel costs)	\$55,000	\$	\$128,450	\$128,450	\$128,450	\$128,450	\$568,800
18	61XX	Tuition remission (IHEs only)							\$-
19	Subtotal substitute, extra-duty, benefits costs		\$250,000	\$0	\$473,450	\$473,450	\$473,450	\$323,450	\$1,993,800
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$429,750	\$0	\$952,950	\$952,950	\$952,950	\$802,950	\$4,091,550

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For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

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 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$0	\$	\$	\$	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$	\$	\$	\$	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0	\$0	\$0	\$0	\$0	\$0

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	Dropout prevention organization to provide social services to students in support of their progress through high school graduation	<input type="checkbox"/>	\$0	\$	\$90,000	\$90,000	\$90,000	\$50,000	\$ 320,000.00
2	Tutoring for students during the school day to allow for small group pullouts in class	<input type="checkbox"/>	\$0	\$	\$75,000	\$75,000	\$75,000	\$75,000	\$ 300,000.00
3	College Readiness Provider	<input type="checkbox"/>	\$0	\$	\$50,000	\$50,000	\$50,000	\$50,000	\$ 200,000.00
4	ECHS Consultant	<input type="checkbox"/>	\$30,000	\$	\$30,000	\$30,000	\$30,000	\$30,000	\$ 150,000.00
5	Partnership with IHE to provide dual credit and other classes	<input type="checkbox"/>	\$0	\$	\$150,000	\$150,000	\$150,000	\$75,000	\$ 525,000.00
6	Online access codes to provide textbooks to students at no cost and to renew online access codes for previously purchased textbooks	<input type="checkbox"/>	\$0	\$	\$25,000	\$25,000	\$25,000	\$25,000	\$ 100,000.00
7		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$
b. Subtotal of professional services, contracted services, or subgrants:			\$30,000	\$0	\$420,000	\$420,000	\$420,000	\$305,000	\$1,595,000
a. Subtotal of professional and contracted services requiring specific approval:			\$0	\$0	\$0	\$0	\$0	\$0	\$0
b. Subtotal of professional services, contracted services, or subgrants:			\$30,000	\$0	\$420,000	\$420,000	\$420,000	\$305,000	\$1,595,000
c. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:			\$0	\$0	\$0	\$0	\$0	\$0	\$0
(Sum of lines a, b, and c) Grand total			\$30,000	\$0	\$420,000	\$420,000	\$420,000	\$305,000	\$1,595,000

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Via <u>telephone/fax/email</u> (circle as appropriate)	By TEA staff person: <u>Amy Samet</u>

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

Schedule #9—Supplies and Materials (6300)												
County-District Number or Vendor ID: 101912										Amendment number (for amendments only):		
Expense Item Description												
Technology Hardware—Not Capitalized												
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399	1											
	2											
	3				\$							
	4				\$							
	5				\$							
6399	Technology software—Not capitalized						\$	\$50,000	\$50,000	\$50,000	\$50,000	\$200,000
6399	Supplies and materials associated with advisory council or committee					\$	\$	\$	\$	\$	\$	\$
Subtotal supplies and materials requiring specific approval:						\$8,000	\$	\$50,000	\$50,000	\$50,000	\$50,000	\$200,000
Remaining 6300—Supplies and materials that do not require specific approval:						\$108,032	\$	\$183,000	\$183,000	\$183,000	\$183,000	\$840,032
						\$100,032	\$	\$175,000	\$175,000	\$175,000	\$175,000	\$800,032
Grand total:						\$108,032	\$	\$233,000	\$233,000	\$233,000	\$233,000	\$1,040,032

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

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:							
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$	\$	\$	\$	\$	\$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	\$	\$	\$	\$	\$	\$	\$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:							
6429	Actual losses that could have been covered by permissible insurance	\$	\$	\$	\$	\$	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$	\$	\$	\$	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$	\$	\$	\$	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	\$	\$	\$	\$	\$	\$	\$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:							
Subtotal other operating costs requiring specific approval:								
Remaining 6400—Other operating costs that do not require specific approval: includes printing costs for marketing to students, families, and community for recruitment purposes; Out of state travel for campus administrator and district School Support Officer to attend national conference in New Jersey every summer and North Carolina during the school year.) Middle College National Consortium and Jobs For the Future (JFF) Early College Initiative; student visits to colleges and universities, attend early college student leadership conference; includes travel, lodging, and food.		\$75,000	0	\$106,000	\$106,000	\$106,000	\$82,000	\$475,000
Grand total:		\$75,000	0	\$106,000	\$106,000	\$106,000	\$82,000	\$475,000

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Via <u>telephone</u> /fax/ <u>email</u> (circle as appropriate)	By TEA staff person: <u>Amy Samet</u>

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

County-District Number or Vendor ID: 101912						Amendment number (for amendments only):				
15XX is only for use by charter schools sponsored by a nonprofit organization.										
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX—Library Books and Media (capitalized and controlled by library)										
1	Library Books and e-Books	N/A	N/A	\$10,000	\$0	\$73,128	\$20,000	\$20,000	\$20,000	\$143,128
66XX/15XX—Technology hardware, capitalized										
2	Transportation Logistics Simulator lab Transportation Simulator Lab will include multiple computer screens, hard drives, software updates, and mechanical equipment to simulate actual movement of materials from vehicle to vehicle	1	\$100,000	\$100,000	\$0	\$0	\$0	\$0	\$0	\$100,000
3	Tablet Computer Carts with 30 each for instruction	5	\$16,500	\$82,500	\$0	\$0	\$0	\$0	\$0	\$82,500
4	3-D Printers to support Engineering and CADS classes	2	\$10,000	\$20,000	\$0	\$0	\$0	\$0	\$0	\$20,000
5										
6	A teleconferencing system for distance communication: Teleconferencing system will be used in a classroom setting for college classes where the teacher cannot be on campus and classes are done via Distance Learning.	1	\$150,000	\$150,000	\$0	\$0	\$0	\$0	\$0	\$150,000
7			\$	\$0	\$	\$	\$	\$	\$	\$
8			\$	\$0	\$	\$	\$	\$	\$	\$
66XX/15XX—Technology software, capitalized										
9			\$	\$0	\$	\$	\$	\$	\$	\$
10			\$	\$0	\$	\$	\$	\$	\$	\$
11			\$	\$0	\$	\$	\$	\$	\$	\$
12			\$	\$0	\$	\$	\$	\$	\$	\$
13			\$	\$0	\$	\$	\$	\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles										
14			\$	\$0	\$	\$	\$	\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life										
21			\$	\$0	\$	\$	\$	\$	\$	\$
Grand total:				\$362,500		\$73,128	\$20,000	\$20,000	\$20,000	\$495,628

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

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

County-district number or vendor ID: 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 Enrollment	820		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	546	66.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	259	31.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	10	1.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	1	0.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	631	77%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	72	8.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	151	18.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	1464		Chancery SIS Data System
Disciplinary placements in In-School Suspension	167		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	811		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	80		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	68		2014-2015 PEIMS report #425; code #C164
Attendance rate		87%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		3.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		82.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	181	56%	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	144	38%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		100%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		.05%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	15.3		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	1073		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		46.8%	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.

Ross S. Sterling Aviation High School is a Title I Campus that serves seven surrounding neighborhoods with 5 different zip codes. Each neighborhood is distinct in its own culture and members. The campus is located in the southern most area of Houston, Texas, both a high crime and high number of students under eighteen living below poverty. It is documented by the United States Census Bureau that in the last 12 months there were 21.3% children under eighteen years old were living below poverty in zip code 77048, 38.9% in zip code 77087, 48.3 % in zip code 77033 and 39.2% in 77061. Our campus serves all the zip codes listed. There were 400 crime incidents in 30 thirty days reported according to the City of Houston Police Department for June 2015. The students that will be served with the TTIPS grant in the Ross S. Sterling Aviation High School are in need of a transformational educational approach and deserve to have a quality education regardless of the external factors that may sometimes impede their education.

The campus demographics are 77% Economically Disadvantage, 73% At Risk, 77% Free and reduced Lunch eligible and has a 43.9% Mobility Rate. There are numerous external factors and academic challenges that continue to impact successful performance by the Ross S. Sterling Aviation High School students. Some external factors that hinder the success of the students are gang affiliation, incarceration, teen pregnancy, and out of school suspensions. As a campus, we currently address the needs of our teen parent's health and wellness through a partnership where students are provided with medical services on an as need basis.

The TTIPS grant will assist Ross S. Sterling Aviation High School to meet the academic needs and equip our students with skills and knowledge needed for college and career readiness. Student will receive their dual credit hours during the regular school day within their four year high school career. This will eliminate students needing transportation to a college or having to obtain 60 college credits after high school graduation. Our ECHS Model will prepare our students to advance in to a Bachelor Degree Program or enter into the workforce with the credentials to obtain an entry level position making a \$50,000 salary. Research from Planned Parenthood shows that only 5% of young teen mothers complete at least two years of college by age 30 and less than 2% obtain a college degree .It further states that compared to women of similar socio-economic status who postpone childbearing, teen mothers are more likely to end up on public assistance.

Through the TTIPS grant students who become teen parents can be career ready at the completion of high school. Teen parents attending the Early College Model will be provided with the opportunity to change their family's current living situation. An associate's degree will increase the opportunities for employment for all students that attend Ross S. Sterling Aviation High School.

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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	68.0		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	54	79.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	6.0	8.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	2.0	2.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	5.9	88.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	38.0	70.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	6.0	11.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	5.0	9.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	2.0	3.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	6.0	11.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	10.0	18.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	12.0	22.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	13.0	24.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	13.0	24.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	46,983		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	49,745		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	49,636		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	54,181		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	64,734		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	17	18%	2015-2016 First Day Teacher Survey
Staff with Bachelor's degree as highest level attained	46	50%	2015-2016 First Day Teacher Survey
Staff with Master's degree as highest level attained	27	30%	2015-2016 First Day Teacher Survey
Staff with Doctoral degree as highest level attained	2	2%	2015-2016 First Day Teacher Survey

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By TEA staff person: Amy Samet

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 staff at Sterling High School is a very diverse staff. Almost fifty percent of our staff came from jobs outside education and entered education through Alternative Certification Programs. The Early College Model with the incorporation of Career and Technical education is something that they truly embrace. Six employees are alumni of the school, attending at various times. Out of our twenty-seven teachers with Master's degrees, twenty-two have the ability to teach dual credit courses in various fields of study. Additionally, all of our Career and Technical Education teachers can teach Dual Credit given a wealth of experience in their particular fields. This will enable the school to staff a great number of courses with teachers currently on campus who have already built relationships with the students. Finally, over fifty percent of our staff members grew up as in low socioeconomic lifestyles as children, thus they see the true value in offering our students the opportunity to gain college credit and experiences before setting out on their own.

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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
										300	300	300	250	1150
Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.														
PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										18	15	15	15	63

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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 data analysis using district Research and Accountability reports revealed many of our students are deficient in the literacy skills necessary to become successful readers. In fact, the 2015 STAAR End of Course(EOC) English I and English II scores for all students at RSSAHS dropped 11% English I and 8% English II, while scores for At-Risk learners fell to 8% English I and 4% English II. Economically Disadvantaged students scored 13% lower on STAAR EOC English I and 6% lower on STAAR EOC English II than the previous year. Special Education students scored more than 10% lower English I and 20% lower English II than general education students; only 17% met the minimum expectations for English I EOC and 22% English II EOC. Overall, the general education population scored in the 19 percentile passing on STAAR English I and II EOC. On the US History EOC test, 70% of all students met Level II expectations and 2% Level III Advanced, on the STAAR EOC Biology test, 68% of all students met Level II expectations and 1% Level III Advanced, on the STAAR EOC Algebra I test, 52% of all students met Level II expectations and 2% Level III Advanced.

The Shared Decision Making Committee (SDMC) which included a parent and invited local church ministers met and discussed the the plans for implementing this grant. It was decided that the campus needed to aggressively address the learning gaps through diverse interventions. Incorporating additional literacy strategies within a balanced literacy program that will equip our educators with a powerful, research-based, proven intervention program. Professional Development (PD) will focus on reading research, assessment, effective diagnostic practices, intervention, and the writing process as well as college preparation. In addition, a strong school-to-home link will ensure “parents as partners” in this collaborative literacy intervention program. The implantation of an early college high school will address the following critical areas of need: 1. Increase student opportunities to hear, read, and comprehend information from a wide variety of multimedia materials 2. Understand and manipulate spoken and written language 3. Develop phonological awareness of both spoken and written language 4. Develop, apply, and practice decoding strategies and fluent reading 5. Develop vocabulary and comprehension strategies 6. Expand students’ opportunities to write and relate their writing to real world experiances. Based on data from an informal needs assessment survey, as well as, discussions with teachers, administrators, district content specialists, and parents, the program must also:;1. Provide good first, systematic instruction, 2. Have a strong school-to-parent connection; 3. Have a dynamic, robust teacher support system; 4. Be user friendly and technology-based in order to provide motivation and individualization of instruction and 5. Provide high-quality educational experiences.

Identification, intervention, and parental involvement are critical needs for the diverse learners at Sterling Aviation High School. Implementation of a systematic process for teaching literacy and consistent classroom methodologies for meeting and assessing student needs will ensure that every student will make significant gains with increased skills to become proficient communicators.

As the demographic and state assessment data show, economic, and educational barriers establish a need for a comprehensive literacy intervention program in which teachers, parents, and community members can collaborate. A lack of local libraries and media centers within the Sterling Aviation High School community severely limits opportunities for students and families to develop life-long reading habits and literacy skills. In addition, the high number of identified students demonstrating a lack of fundamental literacy skills necessary for academic and personal success mandate that RSSAHS actively seek interventions to provide additional direct instruction, as well as, innovative teaching practices to meet individual student needs.

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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 intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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

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

The ECHS model creates hope for the future for our students and the community as they have been historically underrepresented in college. Many of the students at Sterling HS are first-time college goers. This model will enable our students to earn college credit and workforce certifications while completing high school. The model provides evidence-based practices that identify student needs and ameliorates those needs with intensive supports. This model complements our Future's Academy which allows students to get certifications and the Aviation Magnet which allow students to get an associate's degree –possible Aviation Management degree from Lone Star Community College and hours toward a pilot's license. This Early College High School model will enable our students to pursue specialization in career pathways that offer deep and meaningful learning experiences through project-based learning. The rigorous aspects of instruction in core content areas will result in a personalized pathway for every Sterling HS student which prepares them to attend the college of their choosing. The research shows that students who attend early-college high schools are more likely to graduate, enroll in college, and earn an associate degree, than are their peers who do not (American Institutes for Research, 2013). The parents, community, teachers, and staff at Sterling HS have a desire to increase the earning capacity and quality of life of the students, therefore, it was determined that the ECHS model would be the best model for the school.

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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 parents and community that encompasses Ross Shaw Sterling Aviation High School (RSSAHS) have expressed a need for our students to have an opportunity for a future in a career and/or college upon leaving high school. With the early college high school model, our students will have an opportunity to leave high school with either college credit that can be applied toward a degree or an associate degree. Our community was actively involved in the assessment process and will continue through parent /community meetings that will be held quarterly on the campus and in the community. We know that this process is on-going which we must meet periodically to check the needs of our community throughout the process as their needs could evolve. We will inform our community through semester newsletters, school messenger call-out system to families, and announcements to the community on the campus marquee, college night events, milestone celebrations, Power Up Parent Night, report card roundup, ice cream socials, and open house.

These events will be used to keep our community informed about our campus, the goals and programming that has been selected by collaborating with all stakeholders. The community will be an active member through our Shared Decision Making Committee (SDMC) and Parent-Teacher Organization (PTO). These organizations will periodically convene to assess the current needs and assist in determining if the plan is or has addressed the needs identified. We will also incorporate campus-based surveys and the HISD district/campus survey "Your Voice, ". These surveys will be utilized to gather feedback regarding the design of our early college model as it relates to the students and the needs of the community. We are/will working with our district Family and Community Engagement department to move our campus to the distinction of a Gold star family- friendly school, where the community is always welcome in the school and is an active partner for our campus.

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Schedule #14—Management Plan

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)	School Support Officer – provide support to campus administration to ensure quality instruction and supervision.	Master's degree required. At least three years experience as an exemplary Principal or a person with similar leadership experience. Administrative certification.
2.	Grant Administrator	Will work closely with campus and district personnel in the organization, preparation and post award administration of the grant project. Maintains records to prepare accurate reports for funding agency.	Master's degree preferred; three to five years experience in managing programs. Ability to collaborate and work with others to solve problems, clarify or interpret complex information. Skilled in office equipment.
3.	Dean of Instruction	Coordinate master schedule to match college schedules, coordinate with district departments to ensure appropriate support, and manage personnel at school related to grant provide instructional support to both the AVID teachers and Dual Credit instructors who are also employed by the school.	3-5 years of successful school or departmental leadership, work with grants, and counseling of students.
4.	Teachers	Work with students on both soft and hard academic skills. Mentor students on how to navigate college programs.	3-5 years of successful teaching.
5.	College Access Coordinator	Will work directly with college partners to enroll, schedule, and track students. Coordinate programs with college to ensure students are on the right track.	Experience working with high school age students for 3-5 years and in a college setting in prior years.
6.	Principal	Coordinate vision and mission of Early College initiatives and programs. Direct and meet with the employees supervising and coordinating the grant driven activities and programs, such as Grant Administrator, Dean of Instruction, and College Access Coordinator.	3-5 years of successful school leadership, work with grants, and experience with leadership in an ECHS Program.
7.			
8.			

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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.	ECHS Consultant	To review the implementation of the prescribed changes and activities presented in the grant.	Experience with the Early College Model, running a public school, program evaluation and higher education.
2.	Dropout Prevention Organization	To provide access to external providers and agencies to better support students and families with the greater focus on making students successful in school	Access to a network of organizations and agencies that will provide social, emotional, psychological, and academic supports for students and families.
3.	Tutoring Agency	To provide in and out of class tutoring support for students.	Access to qualified educators or non-educators who have degrees in the fields of student students need help in.
4.	Teacher and Student Mentoring	Organizations that will help teachers with their teaching practice and provide mentors to students.	A proven track record of helping both students and teachers achieve at high levels.
5.			
6.			
7.			
8.			
9.			
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Schedule #14—Management Plan (cont.)

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.

The Houston ISD Board of Education is totally committed to transforming schools to be a benefit to the students. With signature programs and schools with unprecedented connections to corporations in our city, our schools are preparing students to enter the global workforce. The journey from pre-K student to Global Graduate is supported every step of the way. HISD was the first district in Texas to pioneer the concept of an early college high school. HISD's five early college campuses provide an opportunity for students to get a head start on their college aspirations, as well as save money on college tuition.

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 (e.g., The New Teacher Project (TNTP)); (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. Houston ISD plans to create an implementation and communication plan to support actions and gain alignment from key stakeholders on path forward.

HISD is combining core academics with career-based knowledge and skills in collaborative and research-intensive learning environments. Business, medical, and energy leaders across Houston are partnering with HISD to offer students work-based experiences and certifications. AP courses are offered at every high school, and more students than ever are passing their AP exams. All HISD students in grades 9-11 have the opportunity to take the PSAT test for free, and since March 2012, every HISD junior has taken the SAT exam during regular class time for free.

HISD ensures that every school is led by an effective principal who creates an instructional learning environment on their campus that allows students to develop the skills needed to compete in today's global economy. HISD is committed to ensuring that principals have the resources, professional development, and support needed to develop these competencies. The district's Leadership Development department is

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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 continued funding and support to sustain the reform after the grant period ends?
Response is limited to space provided, ront sionly. Use Arial font, no smaller than 10 point.

Ross S. Sterling Aviation High School is fully committed to the continuation of this program beyond the period of the grant. Campus administrators and district support staff will actively work to meet the goals and objectives of the project to impact a lasting change in the campus culture. An investment will be mad to seek out other sources to fully continue the program in subsequent years beyond the grant period. There will be key strategic plans in place to sustain the program beyond the end of the grant cycle as follows:

1. An increase in per-pupil funding due to an increase in student enrollment - The strategies that we are planning will increase interest in remaining in the neighborhood school and will provide high-profile partners who support the program in order to attract new and current students and families, increase rigor in the classroom, and provide an opportunity to revitalize the school with a rigorous and engaging curriculum. This transformation of the school is intended to increase student enrollment and increase funding, thereby providing additional dollars to continue to offer the program
2. An increase in Career and Technology Education (CATE) funding - An increase in student enrollment will also bring an increase in the funding allotment for CATE. These additional funding dollars will also provide an opportunity to sustain the career readiness programs beyond the term of the grant.
3. Business Partnerships.- Continuing partnership with existing IHEs and establishing new partnerships to increase program offerings will written provide interest in the campus beyond the grant period. Partnership with existing social service providers will also continue to meet the social/emotional needs of the students.

The strategic intent of the Houston ISD is to transform persistently low performing schools and to close the achievement gap between the economically disadvantaged students and other sub-groups. The district is committed to finding resources through Title 1, foundations, grants, and other resources to support this new direction in the attempt to transform its low performing schools into schools of choice where students feel safe, valued, and can develop relationships with their educators.

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By TEA staff person:

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.

Analysis of data to assess student and campus needs were used to establish performance measures. Performance measures will include: number of students enrolled in college level courses, number of college credits earned through the high school years for all students at no cost; including tuition, fees and textbook costs; number of teachers and school learders meeting effectiveness criteria the through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System, and .increase in achievement of all students (meeting standards on high stakes testing), Each of these goals is in alignment with the grant and with the district goals.

While implementing for all students, the program specifically will identify students for more intensive supports. Overall project goals are: 1) Improve Academic Performance; 2) Increase the Use of Quality Data to Drive Instruction; 3) Increase Leadership Effectiveness; 4) Increase Learning Time; 5) Increase Family and Community Engagement; 6) Improve School Climate; and 7) Increase Teacher Collaboration through PLC participation. Each of these goals are in alignment with the grant and with the district goals.

The campus will establish a mentoring relationship between Exemplar ECHS to foster best practices and to develop strategies to offer a successful program to benefit students and the community. Professional Learning Communities will meet regularly to examine student work and teacher curriculum delivery intended to substantially increase student achievement and the campus' ability to exit low performance status. Principal will provide on-going feedback after classroom walk-throughs to validate learning and to help teachers improve on student learning.

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

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

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

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

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

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

All activities and interventions will be tracked on a calendar matrix with key staff assigned to monitor the effectiveness of the program activities and interventions. Problems with project delivery will be identified and corrected throughout the project by doing regularly scheduled reviews of the project and key staff and the external providers' performance by the principal.

The products of the ongoing monitoring and formative evaluation will be used to provide timely, regular, and useful feedback to the district and school community on the success and progress of implementation, as well as to identify areas for needed improvement. The plan for ongoing monitoring for continuous improvement 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 convene regular meetings with staff and other stakeholders for discussing monitoring and progress;
- Based on these meetings with stakeholders for discussing monitoring and progress, program modifications, as needed, will be formulated and implemented;
- Surveys will be provided, at any time, to elicit feedback from students, parents, and other stakeholders; and
- For issues that cannot be resolved at the campus level, the Campus Principal will report these challenges, in a timely manner, to the School Support Officer for quick resolution.

The plan will articulate policies and procedures for facilitating ongoing monitoring and continuous improvement and will be made available and communicated to all staff and stakeholders at the beginning of the project's grant period, as well as available for reference, at any time, by making a request to the Grant Administrator or Principal.

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Schedule #16—Responses to Statutory Requirements

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.

The HISD Procurement Services department 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.

Through this synergistic effort, both the Supplier and HISD 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 HISD 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.

The process is as follows:

- **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 at 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:** HISD, 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 and 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 #15—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.

A campus Grant Administrator will be hired to monitor and oversee the components of contracted services and service providers; as well as the compliance of grant requirements, the alignment and adherence to time table agreed upon; and the data analysis of evaluative components of the program.

Teachers will continually monitor and document student achievement and schedule interventions as needed based on services from external providers. The principal and campus team will provide direct oversight and management of the project. The school's School Support Officer (SSO) will provide support to the principal, the Chief School Officer will provide direct oversight of the principal and school, with leadership and guidance from the Chief School Support Officer and Superintendent.

Surveys and evaluation forms will be designed to measure and monitor provider success. Using feedback from participants and other key personnel, corrective actions will be determined with input from external providers on how to improve performance to benefit both staff and students.. Providers will be expected to adjust delivery and services based on feedback. An official district contracted\consultant services agreement will be executed to outline responsibilities of the provider and district. Removal/replacement of low performing providers will occur in the event any components of the agreement are not 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 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Student TSI Testing and TSI Prep Program
2.	Visit an Exemplar Early College High School
3.	Design a Master Schedule that is conducive to the ECHS Model.
4.	Solidify IHE Partnerships
5.	Design Coherent Sequence Courses for ECHS Pathways
6.	Create Marketing Material for Sterling Aviation HS ECHS
7.	Attend Summer ECHS Conference (Administration and Teachers)
8.	Create Articulation Agreement for IHE Partnerships
9.	Interview and hire personal. (Grant Administrator, Dean of Instruction, AVID Teachers & CTE Counselor)
10.	Build contract with Community in Schools
11.	Design sequence of courses for current 10th-12th graders
12.	Written communication to parents, community and school board in regards to Ross S. Sterling Aviation becoming an ECHS in the 2016-2017 school year.
13.	Create and maintain a leadership team for ECHS
14.	Curriculum Selection
15.	Register and enroll students in Summer Session with partnering IHE.
16.	
17.	
18.	
19.	
20.	

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On this date: **12-17-15**

Via telephone/fax/email (circle as appropriate)

By TEA staff person: **Amy Samet**

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.

For three decades now, Sterling High School has been an aviation magnet school where students have had the opportunity to earn a pilot's license. This provides students the added opportunity to leverage this experience into an immediate job, entry into the armed forces, and a jump into the college arena.

Three years ago the addition of a Future's Academy in the area of Transportation Logistics was added to the programs at Sterling. This program in partnership with Houston Community College provides students with the opportunity to gain an Associate's of Applied Science or a lower level certificate with college credits earned. This is very similar to what is done through the Early College model, but it is limited to a small number of students who attend Sterling and students are not able to begin coursework until their junior year so the high number of courses taken at once inhibits success.

To ensure that students in this program will be successful, it is a must that there are several supports provided for the organization. Internally there must be coordination between the Offices of the Future's Academy, Schools Offices, Grants Department, and College Readiness Department to make this successful. The Future's Academy will help maintain and coordinate the relationship with the IHE's, the Schools Office will provide guidance on best practices and social/emotional supports for students, the Grants Department will ensure the grant is enacted with fidelity, and the College Readiness will provide the school with opportunities to support students journey to college beyond Sterling High School.

Additional supports will be through external agencies that have experience with the Early College Model. These would include Achieve Texas, Jobs For the Future, and the Middle College National Consortium. All of these organizations have started and sustained Early Colleges since the Bill & Melinda Gates Foundation initiated the movement.

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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.

<p>Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:</p>	<p>The teacher appraisal and development system (TADS) in the Houston ISD has a student performance evaluation piece where the 30% of the teacher's final appraisal is linked to student performance. The data source that is used is the STAAR EOC for the core subject areas of English I, English II, Algebra I, Biology and US History. All other teachers will use appraiser approved assessment where the data is compiled through teacher or district created assessment. This data is then inputted into the student performance instrument where then the appraiser submits the data for ratings. Which the process includes identify or develop a summative assessment for the course with the Student Progress measure. Complete the appraiser approved assessment checklist for the identified or developed assessment. Bring the appraiser approved assessment checklist to the Goal Setting Conference for appraiser to review. And then the appraiser will approve the assessment using the standards outlined in the checklist</p>
<p>Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:</p>	<p>This system that includes walkthroughs that are unscheduled and unannounced. Informal walkthroughs can be conducted at any time during the appraisal year. Formal walkthroughs can be conducted 15 working days after the initial appraisal training working days are defined as any day of the duty schedule that is not a Board approved holiday. This includes teacher service days and teacher preparation days. Observations: Observations are unscheduled and unannounced. There shall be a period of 15 working days following the initial appraisal training or appraisal update training before formal classroom observations can be conducted. The teacher will have a minimum of two 15 minute walkthroughs and two formal 30 minute observations. The appraiser can elect to have as many walkthroughs and observations necessary to rate the teacher fairly.</p>
<p>Describe how the evaluation system was developed with teacher and principal involvement:</p>	<p>The new vision of HISD took place in 2010 to develop a long-term strategic plan for the district that will build upon the Declaration of Beliefs and Visions and provide a road map for the future. The purpose of this strategic direction is to provide clarity around priorities of Placing an Effective Teacher in Every Classroom, Supporting the Principal as the CEO, Developing Central Standards, Ensuring Accountability, and Cultivating Stakeholder Commitment. The Houston ISD established the Teacher Appraisal and Development System (TADS) that included the input from all stakeholders which included parents, business leaders, teachers, principals and central office administration. The first step involved a diagnostic research effort to understand the current state of the district across a number of critical dimensions such as student achievement and organizational effectiveness. It also included analyzing other transformation efforts within HISD and across the country to ensure that the best ideas are being considered in our planning process. Each campus shared decision making committee would send delegates to meet around the district to discuss what was needed in a new appraisal system. After each SDMC submitted their final vote and process was then sent to the district advisory committee where they finalized the system and it was approved by the school board.</p>

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

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

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

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

<p>Describe the rewards available for educators who have increased student achievement in implementing the model:</p>	<p>The system in place to recognizing excellence is called ASPIRE. Houston ISD has created opportunities that highlight and celebrate the excellent work of employees throughout the district. Currently, campus-based employees have the opportunity to earn performance pay for their success in accelerating student academic progress and achievement. The educators will have their student performance data that is placed in a formula to create what is called EVAAS. This data is value added to the student that are in their classroom.</p> <p>Use research-based and innovative practices, technology tools, and curricular alignment to differentiate instruction</p> <ul style="list-style-type: none"> • Analyze formative and summative assessment data to maximize student learning • Implement a Pyramid of Interventions to provide additional support to students where needed <p>Collaborate to discuss strategies for accelerating student progress and achievement</p>
<p>Describe protocols/interventions to support teachers who are struggling to improve professional practice:</p>	<p>The Prescriptive Plan for Assistance (PPA) is a tool designed to track professional development that is directly tied to a struggling teacher's individual professional needs and to monitor the extent to which a struggling teacher applies professional development to increase positive student outcomes. Teachers are placed on a PPA at any point in the year when behavior or performance becomes a concern. Teachers who begin the year on an Individualized Professional Development Plan (IPDP), but whose performance indicates the need for a stronger support system, shall be placed on a PPA. Once requirements for the PPA have been met and the teacher no longer demonstrates the need for intense support, the teacher and appraiser shall collaboratively adjust the IPDP, and the teacher shall resume activities geared toward successfully achieving the IPDP targets.</p>
<p>Describe the criteria established for educator removal:</p>	<p>File review is the process where the administration decides whether to terminate, or non-renew, teachers' contracts. Principals should look, at the performance of all teachers. If their performance levels are not up to standards, the District has two options for those currently on a third-year probationary contract: 1) a fourth year of probation or, 2) termination. For those on a fourth-year probationary contract, the option is either termination or they automatically receive a term contract. Either situation calls for approval by the Board and the above-referenced notice requirements apply.</p>

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

County-district number or vendor ID: 101912

Amendment # (for amendments only):

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

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

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

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

Sterling Aviation High School will partner with a Drop Out Prevention Program or network. The implementation of this network will surround students with a community of support, empowering them to stay in school and achieve in life. Our students will be able to utilize the resources available from a broad range of community agencies. They will connect students and their families to critical community resources tailored to their needs. They will provide students with a one-on-one relationship with a caring adult, a safe place to learn and grow, initiate a healthy start and a healthy future, build upon marketable skills to use upon graduation, and provide a chance to give back to peers and the community. In addition to community oriented services they will provide social-emotional counseling to our students on an as needed basis.

The addition of an advisory period schedule will also be implemented. Here students will participate in team building exercises with a group of other students, they will share stories of success and failure, and build bonds that will support their initiative to come and perform well in school. They will be with the same Advisor for their four years at Sterling Aviation High School, building a relationship with both the teacher and students in their class. The teacher will act as the parent (en loco parentis) and also as an academic advisor who will help negotiate supports for the student when they see a need. Resources for this advisory program include models shared in national Early College Networks that will be partnered with.

Teachers and staff will be trained through professional development on how to best interact with students using appropriate methods of speech, coaching, and the building of social contracts. Here teachers will be trained how to motivate students by modeling appropriate adult actions in the workplace. Things as simple as greeting another with a handshake and to look into the eyes of the other person. The building of social contracts that make the classroom and school a place where expectations are decided on together, discussed on a regular basis, and where everyone holds each other accountable for their actions.

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

County-district number or vendor ID: 101912

Amendment # (for amendments only):

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

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

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

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

<p>Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:</p>	<p>IHE partner: Houston Community College System IHE primary contact: Dr. Kimberly Beatty IHE agreement: Memorandum of Understanding with Houston Community College and Houston Independent School District for services signed annually. This includes the waiving of tuition for all students, the ability to take the TSI exam once a semester for free, and the assignment of instructors or hiring of school staff that are qualified to teach at the college level.</p> <p>IHE partner: San Jacinto College IHE primary contact: pending IHE agreement: pending NOTE: IHE and ISD are having meetings during the fall of 2016 to form a partnership. Note that this college has not traditionally waived tuition for dual credit students.</p>
<p>Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is a good partner for your development:</p>	<p>The exemplar Early College High School will be Hidalgo Early College in Hidalgo, Texas. This school was converted from a traditional comprehensive high school to an Early College that still maintains all other aspects of a comprehensive high school. Sterling High School and Hidalgo ECHS both have close to one thousand students, are above 90% economically disadvantaged, and are not placed on a college campus like most other ECHS's.</p>
<p>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:</p>	<p>Houston Community College System waives tuition fees per the Memorandum Of Understanding with the Houston Independent School District, as are all other fees. Sterling will become a TSI testing location and will work with HCCS to coordinate testing frequency. Textbooks will become the responsibility of the Houston Independent School District to purchase.</p>

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

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.

<p>Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:</p>	<p>The Leadership Team of Ross S. Sterling Aviation HS will analyze exemplar ECHS Models.</p> <p>Hire teachers who possess a Master's Degree that qualify to teach post-secondary courses for Fall 2016.</p> <p>Design an innovative master schedule that supports dual credit and high school requirement courses.</p> <p>Collaborate with the Houston ISD College Readiness, Curriculum, and Career and Technology Departments as guides for the logistics of students completing an Associate Degree Program and meeting Texas/HISD high school requirements.</p> <p>Build a 4 year Associate Degree Plan for high school student to complete the Aviation Piloting Program of Study. Ensure that required courses are embedded into the four-year Associate Degree Program for Industry Certifications as well.</p> <p>Build a 4 year degree plan for high school student to complete the Aviation Management Program of Study. Ensure that required courses are embedded into the four-year Associate Degree Program for Industry Certifications as well. Ensure that required courses are embedded into the four-year program that satisfies the Articulation agreement between IHE and University.</p> <p>Begin TSI Prep in January 2016-May 2016 Begin TSI testing and Dual Credit enrollment Summer of 2016. Students will complete two Dual Credit Courses before the Fall 2016.</p> <p>Partner with IHE for student to begin Course work summer of 2016.</p>
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Schedule #16—Responses to Statutory Requirements (cont.)

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.

<p>Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:</p>	<p>Academic:</p> <ul style="list-style-type: none"> • AVID Classes will be implemented by AVID trained instructors. This will be for 9th through 11th graders. • Teachers with Masters Degrees will be hired to teach dual credit classes on campus. • A tutoring service will be contracted with to provide small group pullout, in-class support, and after school tutoring for students. • The use of the Pre-AP curriculum and practices will be expanded to include all students who are in general education courses. • The expansion of the Advance Placement courses offered on campus will extend as far down as the freshman level, giving these ninth graders experience will college expectations in their classrooms. • Coaching of teachers and extensive Professional Development in the summer through external providers to increase the rigor in classrooms. <p>Social:</p> <ul style="list-style-type: none"> • Support provided by a Dropout Recovery Organization and all of its partner organizations. • Mentor Programs, both internally and externally, will be enacted. <p>College Readiness:</p> <ul style="list-style-type: none"> • AVID Classes will be implemented by AVID trained instructors. This will be for 9th through 11th graders. • The hiring of a College Access Coordinator who will provide support with access to both the college system and its supports. • Addition of College and TSI Readiness courses for students in need. <p>College Access:</p> <ul style="list-style-type: none"> • Field trips for 9th through 12th graders. • College fairs setup during the summer months for students to investigate opportunities at partner IHE's.
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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 to meet Model Requirements and Timeline

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

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

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

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

Critical Success Factor:

Academic Performance/Improve the Instructional Program

Planned Intervention		Period for Implementation	
1.	TSI Preparation courses to help students gain the ability to take college courses	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Implementation of the Avid program, including training of teachers	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Implement in-class tutoring through outside agency contract	<input type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Extra duty pay for teacher planning for scope and sequence, data analysis, and creation of curriculum based assessments	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Contract with a teacher coaching organization	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

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

County-district number or vendor ID: 101912

Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment. Additionally, indicate the period during the grant cycle in which the activities will be implemented. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	<i>Increase Teacher Quality</i>		
Planned Intervention		Period for Implementation	
1.	Provide extra duty pay for Professional Development opportunities offered on campus and during non-contract time periods. Will include Project Based Learning, social/emotional student supports, visitations to model Early Colleges, conducting effective Professional Learning Communities (PLC's) and others.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Provide extra duty pay for teachers who do not have a second planning period so that they can plan as a PLC after school hours.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Provide extra duty pay for new teachers to attend additional trainings with school staff after school hours.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Use of the districts Teacher Appaisal and Development System to coach, support, and appraise teacher practice both in the classroom and around the school.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

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

County-district number or vendor ID: 101912

Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

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

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor: *Increase Leadership Effectiveness*

Planned Intervention		Period for Implementation	
1.	Visitations to model Early Colleges to learn from school and district leadership.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Attend Professional Development conferences with national Early College organizations and leaders in the work of Professional Learning Communities.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Work with external provider for teacher coaching and support to help expand opportunities to coach teachers while learning from experts.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Work with external provider to conduct calibration walks to classrooms and practice the coaching conversations that are to be had with teachers and other staff.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

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

County-district number or vendor ID: 101912

Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

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

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:

Increase Use of Quality Data to Inform Instruction

Planned Intervention		Period for Implementation	
1.	Participation in district high school collaborative where teachers will attend bi-weekly meetings to review Curriculum Based Assessment data to determine the next two weeks scope and sequence.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Utilization of College Board, STAAR, TSI, Report Cards, and National Student Clearinghouse data to determine capabilities of students and to provide appropriate placement into dual credit courses.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Use of Curriculum Based Assessment data to determine students in need of additional tutoring and support.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Use of Houston ISD Your Voice survey to determine appropriateness of programs offered at school.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Training will be provided to teachers and administrators on various tools to both view and manipulate data, specifically the teacher and administrative dashboards contracted through the district.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

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County-district number or vendor ID: 101912

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

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

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor: *Increase Learning Time*

Planned Intervention		Period for Implementation	
1.	Installation of a "Zero Period" before school to allow students additional opportunities to earn credits to either create additional time for dual credit classes or take a dual credit class.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Use of extra duty pay to offer elective classes during winter break or summer for original credit to open up time for dual credit classes.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Provide a summer bridge program to incoming ninth graders where they can gain original credit in electives which will open up class periods for extended dual credit classes.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
5.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

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TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

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

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:

Increase Parent/Community Engagement

Planned Intervention		Period for Implementation	
1.	Implement "report card nights" for parents to come to school, we will offer free dress passes to students whose parents attend. Dinner will also be provided for families who RSVP.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Allow IHE partner to use the building at night to offer classes for parents and community.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	The enhancement of the Parent Center on campus to include a computer lab where parents can sign up for college course and review college materials for themselves and their students.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
4.	Career Nights that will exemplify the multitude of programs offered on campus, these nights will showcase student work and allow for students to conduct the presentations on the small learning community that they belong to.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Sterling HS will conduct showcase events during the day at local Middle Schools to recruit students and educate them on the Early College Model being implemented in their neighborhood. Parents will also be invited to these.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

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

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TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

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

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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

Critical Success Factor: *Improve School Climate*

Planned Intervention		Period for Implementation	
1.	Conduct "town hall meetings" with students on a bi-weekly basis to discuss current events at the school and to ascertain feedback from them on their needs.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
2.	Provide teachers with Professional Development on student communication strategies and classroom management methods.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
3.	Support of students through external organizations that provide mentoring to both individual students and groups.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
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.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
5.	Conduct a college fair on campus and invite both local and national colleges and universities to attend and recruit students.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
6.	Invite the College Readiness and Future's Academy Departments to hold events on campus to further the interest of the students in the options that are before them.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5

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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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

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

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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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

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

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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**Division of Grants Administration
Justification of Specific Expenditure:
Program-Related Out-of-State Travel**

The costs of program-related out-of-state travel have been determined to have a programmatic purpose for this federal grant program and are specifically authorized in the program guidelines.

You must justify your plans to use these federal grant funds for program-related out-of-state travel. Complete this form and submit it with your grant application to provide justification of your planned expenditure of federal grant funds on the costs of program-related out-of-state travel.

Limit one justification per form.

Name of Federal Grant

Name of Grantee County-District # Date

Destination # of travelers Is travel a requirement of the federal grant program?

Describe the purpose of the program-related out-of-state travel.

The National Early College Conference is a two-day event co-hosted by Jobs for the Future and Educate Texas. The conference will convene early college leaders, school administrators, and higher education partners to explore the policies and practices required to consistently graduate fragile learners and first generation college goers fully prepared for success beyond high school.

Describe how the program-related out-of-state travel relates to the grant responsibilities of the traveler(s).

The travelers will be learning about programmatic aspects of successful Early Colleges and collaborate with other Early College staff members to help improve our program.

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SAS # 191.16



Division of Grants Administration
Justification of Specific Expenditure:
Educational Field Trips

101912

Costs of entertainment, including field trips, have been determined to have a programmatic purpose for this federal grant program and are specifically authorized in the program guidelines.

You must justify your plans to use federal grant funds for the costs of field trips. Complete this form and submit it with your grant application to justify your planned expenditure of federal grant funds on costs of field trips.

Limit one justification per form. (Note: One justification for the same field trip location may include multiple campuses or grade levels.)

Name of Federal Grant 2015-2020 Texas Title I Priority Schools, Cycle 4

Name of Grantee Houston ISD, Sterling High School County-District # 101912 Date December 18, 2015

Description of Proposed Field Trips

Destination Visits to Colleges and Universities # of Attendees

Type of transportation bus Duration of instructional component 4-10 Supported TEKS component(s) College Readiness, varies

Describe the purpose of providing this field trip to attendees.

Students will visit a number of college and university campuses. The trips will provide exposure to and information about a college-going culture. Ninth graders will go to community colleges on trips that feature an instructional component of approximately 4 hours. Sophomores will go to local universities for trips that feature an instructional component of approximately 4 hours. Juniors will do a tour of the state, including colleges in San Antonio and colleges in Austin. These trips that feature an instructional component of approximately 10 hours. Seniors will attend some of the summer camps at various colleges: University of Houston, Our Lady of the Lake, and/or Trinity University. Documentation for each trip, including specific supported TEKS components for each, will be kept on file.

Describe how the field trip supports the goals and objectives of the federal grant.

Students will visit a number of college campuses. The trips will support, reinforce, provide exposure to, provide experience with, and information about a college-going culture. The trips will provide social and emotional supports to the students through involvement opportunities.

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Division of Grants Administration Justification of Specific Expenditure: Educational Field Trips

Costs of entertainment, including field trips, have been determined to have a programmatic purpose for this federal grant program and are specifically authorized in the program guidelines.

You must justify your plans to use federal grant funds for the costs of field trips. Complete this form and submit it with your grant application to justify your planned expenditure of federal grant funds on costs of field trips.

Limit one justification per form. (Note: One justification for the same field trip location may include multiple campuses or grade levels.)

Name of Federal Grant

Name of Grantee County-District # Date



Destination # of Attendees

Type of transportation Duration of instructional component Supported TEKS component(s)

Describe the purpose of providing this field trip to attendees.

Approximately 10 students of HISD Sterling High School will attend and participate in the Middle College National Consortium's annual conference.
Student Leadership Initiative Conference
April 13 – April 17, 2016: IMPACT OF DIVERSITY ON COMMUNITY Brooklyn, NY
The mission of the Middle College National Consortium is to increase the number of high school students, nationally, who have access to college classes in Early Colleges, Middle Colleges and Dual Enrollment Programs.

Describe how the field trip supports the goals and objectives of the federal grant.

The purpose of the TTIPS grant is to provide funding for campuses to substantially raise achievement of students and enable them to meet the criteria to exit priority or focus status. Sterling HS is an Early College High School.
The purpose of an Early College High School is to increase the number of high school students, nationally, who have access to college classes in Early Colleges, Middle Colleges and Dual Enrollment Programs.
The Student Leadership Initiative is a unique program to develop and promote student voices within the community. Each year, selected students from across the nation engage in an eight-month project arising from an environmental or social justice issue. Students use social media to discuss and build programs that educate and engage their schools and communities in focused social action. Students capture their success in presentations, which they share at a four-day conference.
This year's conference, hosted by Brooklyn College Academy and LaGuardia Middle College HS, will take place in Brooklyn, Manhattan and Queens, NY. The theme of the conference is The Social, Political and Economic Impact of Diversity on Communities. We are living in a time when media reminds us daily of the changes, needs, and conflicts that arise when diversity in race, religion, national identity, gender identity and economic status vie for space and resources at work, school, in housing, and culture. Students will be guided to develop projects that address their local community's needs, prepare a presentation to share at the conference and work with mixed school groups throughout various communities in NYC. They will complete a Community Diversity WebPage that will be used to launch national conversations and will frame the exploration and conversations at the conference.

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**Division of Grants Administration
Justification of Specific Expenditure:
Program-Related Out-of-State Travel**

The costs of program-related out-of-state travel have been determined to have a programmatic purpose for this federal grant program and are specifically authorized in the program guidelines.

You must justify your plans to use these federal grant funds for program-related out-of-state travel. Complete this form and submit it with your grant application to provide justification of your planned expenditure of federal grant funds on the costs of program-related out-of-state travel.

Limit one justification per form.

Name of Federal Grant	TTIPS		
Name of Grantee	Sterling High School	County-District #	101912014
		Date	12/18/2015

Destination	Jersey City, New Jersey	# of travelers	10	Is travel a requirement of the federal grant program?	No
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Describe the purpose of the program-related out-of-state travel.

The Summer Professional Development Institute brings together member schools' principals, staff and college partners for three days to focus on pedagogy and curriculum as well as issues specific to high school student access to college classes. This conference is open to non-member schools and districts interested in adopting the MCNC model.

Titles and themes of previous conferences include:

- STEM Middle/Early College Partnership
- All Students College Ready-Building Out the Common Core
- Building For The Future-College and Career Readiness
- Building a School-wide Culture of College Readiness

Describe how the program-related out-of-state travel relates to the grant responsibilities of the traveler(s).

Travelers will learn about programmatic aspects of successful Early Colleges and collaborate with other Early College educators to improve the programs offered at Sterling.

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Division of Grants Administration Justification of Specific Expenditure: Program-Related Out-of-State Travel

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Limit one justification per form.

Name of Federal Grant

Name of Grantee County-District # Date

Destination # of travelers Is travel a requirement of the federal grant program?

Describe the purpose of the program-related out-of-state travel.

Approximately 2 staff members of HISD Sterling High School will accompany students to the Middle College National Consortium's annual conference.
Student Leadership Initiative Conference
April 13 – April 17, 2016 : IMPACT OF DIVERSITY ON COMMUNITY Brooklyn, NY
The mission of the Middle College National Consortium is to increase the number of high school students, nationally, who have access to college classes in Early Colleges, Middle Colleges and Dual Enrollment Programs.

Describe how the program-related out-of-state travel relates to the grant responsibilities of the traveler(s).

The purpose of the TTIPS grant is to provide funding for campuses to substantially raise achievement of students and enable them to meet the criteria to exit priority or focus status. Sterling HS is an Early College High School. The purpose of the Early College High School is to increase the number of high school students, nationally, who have access to college classes in Early Colleges, Middle Colleges and Dual Enrollment Programs. Teachers and/or staff will accompany the students for safety, supervision, and to reinforce goals and objectives.
The Student Leadership Initiative is a unique program to develop and promote student voices within the community. Each year, selected students from across the nation engage in an eight-month project arising from an environmental or social justice issue. Students use social media to discuss and build programs that educate and engage their schools and communities in focused social action. Students capture their success in presentations, which they share at a four-day conference.
This year's conference, hosted by Brooklyn College Academy and LaGuardia Middle College HS, will take place in Brooklyn, Manhattan and Queens, NY. The theme of the conference is The Social, Political and Economic Impact of Diversity on Communities. We are living in a time when media reminds us daily of the changes, needs, and conflicts that arise when diversity in race, religion, national identity, gender identity and economic status vie for space and resources at work, school, in housing, and culture. Students will be guided to develop projects that address their local community's needs, prepare a presentation to share at the conference and work with mixed school groups throughout various communities in NYC. They will complete a Community Diversity WebPage that will be used to launch national conversations and will frame the exploration and conversations at the conference.

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