

# Texas Education Agency Standard Application System (SAS)

## 2018–2020 Public Charter School Program Start-Up Grant

<b>Program authority:</b>	PL 107-110, Elementary and Secondary Education Act – 1965, as amended by NCLB Act – 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>
<b>Grant Period:</b>	March 15, 2018, to July 31, 2020	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 JAN 25 AM 11:18 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION DIVISION </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, January 30, 2018	
<b>Submittal Information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
<b>Contact information:</b>	Arnoldo Alaniz: <a href="mailto:CharterSchools@tea.texas.gov">CharterSchools@tea.texas.gov</a> ; (512) 463-9575	

### Schedule #1 – General Information

#### Part 1: Applicant Information

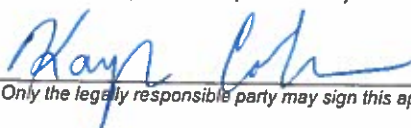
Organization name	County-District #	Campus name/#	Amendment #
Etoile Academy Charter School	101872	Etoile Academy Charter School	NA
Vendor ID #	ESC Region #	DUNS #	
Not yet assigned	4 (IV)	10-927-0594	
Mailing address		City	State      ZIP Code
230 TC Jester Blvd., #242		Houston	TX      77007
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
Kayleigh		Colombero	School Director
Telephone #	Email address		FAX #
713-201-5714	<a href="mailto:kcolombero@etoileacademy.org">kcolombero@etoileacademy.org</a>		NA
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
Kevin		Hardaway	Board Chair
Telephone #	Email address		FAX #
832-293-3807	<a href="mailto:boardchair@etoileacademy.org">boardchair@etoileacademy.org</a>		NA

#### 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
Kayleigh		Colombero	School Director
Telephone #	Email address		FAX #
713-201-5714	<a href="mailto:kcolombero@etoileacademy.org">kcolombero@etoileacademy.org</a>		713-201-5714
Signature (blue ink preferred)		Date signed	



1/23/2018

Only the legally responsible party may sign this application.

701-18-104-003

**Schedule #1—General Information**

County-district number or vendor ID: 101872

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

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

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<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 Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<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. If it is either blank or missing from the application, the application will be disqualified.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101872

Amendment # (for amendments only):

**Part 1: Required Attachments**

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

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments)	Description of Required Program-Related Attachment
1	Documentation of Authorization to Charter	<ul style="list-style-type: none"> <li>• A copy of the local district's policy for authorizing campus charter schools (TEC §12.058); AND</li> <li>• A copy of the district's charter application for the authorized campus charter (TEC §12.058(3)); AND</li> <li>• A copy of the performance contract with the principal or chief operating officer of the campus charter (TEC §12.0531); AND</li> <li>• Either of the following:               <ul style="list-style-type: none"> <li>○ A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus <i>and</i> a majority of the classroom teachers at the school campus requesting a campus charter or cooperative campus charter (TEC §12.052, §12.053); OR</li> <li>○ A copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521); OR</li> <li>○ A written statement signed by the superintendent documenting that the board of trustees authorized a district charter to a campus that received the lowest performance rating under Subchapter C, Chapter 39 (TEC §12.0522(c)); OR</li> <li>○ A written statement signed by the superintendent documenting that the board of trustees authorized the charter in accordance with another provision in TEC Chapter 12, Subchapter C.</li> </ul> </li> </ul>
2	Board of Trustees Approval	<ul style="list-style-type: none"> <li>• A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; OR</li> <li>• A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.</li> </ul>
3	Narrative Description from Superintendent	<p>A narrative description on district letterhead signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> <li>• The mission of the campus charter;</li> <li>• An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus;</li> <li>• A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with</li> </ul>

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		<p>regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is <b>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</b> within the district;</p> <ul style="list-style-type: none"> <li>• A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives;</li> <li>• A detailed description of the admission requirements for the campus charter;</li> <li>• The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and</li> <li>• A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.</li> </ul>
4	Federal Definition of a Public Charter School	A completed form regarding compliance with the Federal Definition of a Public Charter School must be submitted with the grant applications. (See Appendix 2.)
5	Campus Charter Information Form	A completed Campus Charter Information Form must be submitted with the grant applications. (See Appendix 3.)

**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: 101872

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.	<p>The charter school's financial accounting system adheres to the following requirements:</p> <ul style="list-style-type: none"> <li>• accommodates the minimum 15-digit account code mandated by the FASRG;</li> <li>• generates information needed for PEIMS reporting; and</li> <li>• ensures adequate accountability of state and federal funds.</li> </ul> <p>*If the school's financial accounting system is not approved by TEA, the charter school will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p>
4.	The charter school will maintain clear documentation and data for the school and students served by the PCSP Start-Up Grant; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the PCSP Start-Up Grant funds.
5.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately
6.	<p>According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.</p> <p>A charter school means a public school that:</p> <ol style="list-style-type: none"> <li>1. In accordance with TEC Chapter 12, is exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110.</li> <li>2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction.</li> <li>3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency.</li> <li>4. Provides a program of elementary or secondary education, or both.</li> <li>5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution.</li> <li>6. Does not charge tuition.</li> <li>7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act.</li> <li>8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated.</li> </ol>

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	<p>9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.</p> <p>10. Meets all applicable federal, state, and local health and safety requirements.</p> <p>11. Operates in accordance with state law.</p> <p>12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.</p>
7.	<p>Charters established under TEC Chapter 12, Subchapter C, must also comply with the following:</p> <ul style="list-style-type: none"> <li>a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds.</li> <li>b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065.</li> <li>c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2018-2019 school year. If the campus charter school began operation prior to the 2018-2019 school year, but is still eligible to apply for and receive funding under this grant for the implementation of its charter school program, the campus charter school must be designated as a campus charter in AskTED when the grant application is submitted to TEA.</li> <li>d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.</li> </ul> <p>The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be <b><u>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</u></b> within the district.</p>

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**Schedule #5—Program Executive Summary**County-district number or vendor ID: **101872**

Amendment # (for amendments only):

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

**APPLICANT BACKGROUND:** At Etoile Academy Charter School ("Etoile Academy"), we believe that all students, regardless of language, learning style, or need, can achieve at high levels when provided with data-driven, quality instruction, and frequent, targeted supports. We believe that all students attending public school in Houston deserve the academic and character preparation in middle school necessary to succeed in the high school of their choice and thus be positioned to attend the college of their choice. We believe that at-risk students greatly benefit from an expanded middle school, grades 5 through 8, to ensure they are ready for a rigorous, college-preparatory high school course of study. As a recent ACT report reveals, "the level of academic achievement that students attain by eighth grade has a larger impact on their college and career readiness by the time they graduate from high school than anything that happens academically in high school" ("The Forgotten Middle," ACT Research Readiness Results, 2008). Students need rigorous, college-preparatory academics during the upper elementary and middle grades in order to be firmly on the path to college.

We believe that students' future prospects, economic opportunities, and social mobility should not be limited by their race, socioeconomic status, home language, or educational attainment of their parent(s). In accordance with Texas Charter Law, all families deserve a high-quality public education for their children. As specified within Texas Education Code, the purpose of our state's charter law is to "increase the choice of learning opportunities within the public school system" (Texas Education Code, Chapter 12, Subchapter A).

**CURRICULUM/INSTRUCTIONAL PROGRAM:** To fulfill our urgent and ambitious mission for the students and families of Houston who are looking for a quality school choice in the middle school years, Etoile Academy will provide an expanded middle school program, beginning in grade 5, to directly and effectively address the academic gaps students bring with them from the elementary grades, and to equip all students with the content knowledge, academic skills, character, and work habits necessary to persevere through and master challenging middle school curriculum aligned to ambitious and clear standards and mapped backwards towards college-preparatory and Advanced Placement course work at the high school level. Innovative Elements of our program include **Financial Literacy** for all students every year; **Expanded Enrichment** (art, music, and theater); **Daily Literacy Intervention** (four 60-minute sessions per week); **Semi-blended Learning** through technology-assisted adaptive resources; **Character Education** focusing on the traits of Respect, Excellence, Ambition, Community, and Hard Work (REACH); and **Facilitated Transition to High School**.

School culture is critical to our vision. Etoile Academy's will be characterized by high academic expectations; supported, targeted interventions; data-driven, quality instruction; highly structured routines; family involvement; and measurable educational goals.

**NEEDS ASSESSMENT:** In planning for the successful launch, operation, and growth of Etoile Academy, founding leaders' research revealed that Southwest Houston's Gulfton neighborhood has struggled with low-quality housing, rising crime rates, and schools "increasingly overwhelmed with excess students" (Neighborhood Centers, 2013). Residents here speak over 100 languages *other than* English. Area middle schools are underperforming and have low ratings from Children At Risk due to large achievement gaps. Two Houston ISD middle schools are rated F. One was rated by TEA as Improvement Required for two years and is currently on a turnaround plan. High-performing charter schools in this area alone have over 6,000 students on waitlists—the densest concentration of students waiting for high-quality seats. Etoile Academy exists to address these needs and has identified the five most pressing that the school will address with the support of charter startup grant funding. In summary, **students and families in Southwest Houston need:**

1. **A high-quality middle school option** to ensure students do not drop out but instead transition to high school with the preparation they need to access college;
2. **Daily literacy intervention** for students living in an area with low English literacy rates;
3. **Expanded enrichment offerings** to build students' creativity skills, performance abilities, and increased confidence;
4. **Ongoing education in financial literacy** to teach students how to build wealth; and
5. **A highly structured but nurturing school culture** that enables them to succeed at high levels in secondary school, college, and beyond.

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**Schedule #5—Program Executive Summary (cont.)**County-district number or vendor ID: **101872**

Amendment # (for amendments only):

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

**PROCESS/ALIGNMENT WITH GRANT GOALS AND OBJECTIVES:** The need for a rigorous, college-preparatory academic environment during the upper elementary and middle grade years is being met with Etoile Academy's school model, which is based on data-driven, quality instruction and frequent, targeted supports. The objectives listed on page 17 are aligned with these needs. Achievement of these objectives will be measured by student academic performance and growth (STAAR/EOC and NWEA MAP) as well as parent satisfaction.

**BUDGET DEVELOPMENT:** The budget for Etoile Academy Charter School was developed by the School Director and her Building Excellent Schools (BES) mentor/coach, with input and support from the Etoile Board of Directors. This Leadership Team met during November and December 2017 to determine funding needs based on the new school community's demographics, a review of student achievement gaps in neighboring public schools, and other anticipated operational needs noted by the BES team's experience establishing high-performing urban charter schools serving low-income students. In this way, the budget was developed through a balance of experience and projections/expectations.

**ENSURING HIGH-QUALITY MANAGEMENT:** Kayleigh Colombero, **Lead Founder and School Director**, brings eight years of experience in urban education including teaching, coaching teachers, and leading a sports-based youth nonprofit organization for at-risk teens in an urban setting. Ms. Colombero is receiving training and support from BES, a national nonprofit focused on training high-capacity individuals to found and lead high-performing charter schools for low-income, minority students. BES maintains a highly selective Fellowship and robust Follow-On Support program during start-up and through the initial years of school operation. This Fellowship trains high-capacity individuals to found and lead independent, locally controlled charter schools utilizing the best practices and lessons learned from the highest performing, college-preparatory urban charter schools nationwide. BES Fellows have opened more than 80 schools in 14 states and the District of Columbia, serving over 20,000 students. With more than 20 years of experience, BES is well-equipped to support organizations as they grow and expand.

**BES's Directors of Leadership Development (DLDs)** are experienced school leaders who will directly coach and support Ms. Colombero in the first three years following authorization. They have successfully led urban charter schools that have replicated, including Excel Academy and Achievement First. Etoile Academy has also hired an experienced finance professional with experience in both nonprofit operations and teaching. Additionally, Etoile's **Governing Board** members have a wealth of experience in areas including education, law, finance, marketing, and communications.

**PROJECT EVALUATION/PROGRESS MEASUREMENT:** Etoile Academy Charter School will use qualitative and quantitative data methods and analysis as well as both formative and summative assessments to make informed decisions on program efficacy and to guide progress measurement and program adjustment. Instruments/data sources include **criterion- and norm-referenced test results** (STAAR, NWEA MAP, and End of Course exams as applicable); **staffing reports** (including performance reports and retention data); and **surveys/interviews** of program participants (students, staff, parents, community). Teachers, staff, and school leaders will use **TxEIS** (student information system), **Dean's List** (behavior management), and **ThinkCerca** and **SRI** (student learning/growth in literacy) to track data.

**POPULATION TO BE SERVED:** The student population to be served by Etoile Academy Charter School is expected to be 24.9% African American, 62.1% Hispanic, 8.3% White, and 3.6% Asian. At least 80% are expected to be economically disadvantaged and 10.7% served by Special Education, significantly higher than the state averages of 59% and 8.8%, respectively. In 2018-19, Etoile Academy Charter School will open with approximately 150 students in grade 5 and will continue to add 150 new 5<sup>th</sup> grade students each year until we reach full 5-8 enrollment in 2021-22.

**PRIORITY/FOCUS SCHOOLS:** We anticipate that as many as 75 students, or 50% of the total enrollment, will be drawn from ten Houston-area priority and focus schools in 2018-19 (see page 36 for list).

**COMMITMENT TO APPLICATION COMPLETENESS/ACCURACY:** The Etoile Academy Charter School Director and Board assures TEA that this application meets and has adequately responded to Statutory Requirements 1-5. As a Subchapter D Open-Enrollment Charter School, Etoile Academy Charter School is not required to respond to Statutory Requirements 6-15. In addition, Etoile Academy Charter School meets and has adequately responded to all TEA Requirements, including eligibility, as evidenced by responses to each required section, form, table, and chart in this application.

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By TEA staff person:



**Schedule #6—Program Budget Summary**County-district number or vendor ID: **101872**

Amendment # (for amendments only):

Program authority: Public Law 107-110, Title V, Part B, Subpart 1, NCLB and TEC Chapter 12

Grant period: March 15, 2018, to July 31, 2020

Fund code: 258

**Budget Summary**

Schedule #	Title	Class/ Object Code	Planning Activity: Direct Program Costs	Implementation Activity: Direct Program Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$135,988	\$19,934	\$155,922
Schedule #8	Professional and Contracted Services (6200)	6200	\$48,500	\$24,000	\$72,500
Schedule #9	Supplies and Materials (6300)	6300	\$275,250	\$17,500	\$292,750
Schedule #10	Other Operating Costs (6400)	6400	\$25,100	\$7,200	\$32,300
Schedule #11	Capital Outlay (6600)	6600	\$195,764	\$50,764	\$246,528
Grand total of budgeted costs (add all entries in each column):			<b>\$680,602</b>	<b>\$119,398</b>	<b>\$800,000</b>

No administrative costs (direct or indirect) may be charged to this grant program [Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Title V, Part B, Subpart 1, Section 5204 (f)(4)(B)].

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 101872

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Activity Costs	Implementatio n Activity Costs	Total Budgeted Costs
<b>Academic/Instructional</b>						
1	Teacher			\$	\$	\$
2	Educational aide			\$	\$	\$
3	Tutor			\$	\$	\$
<b>Program Management and Administration</b>						
4	Project director			\$	\$	\$
5	Project coordinator			\$	\$	\$
6	Teacher facilitator			\$	\$	\$
7	Teacher supervisor			\$	\$	\$
8	Secretary/administrative assistant (Office Manager)	1		\$17,500	\$0	\$17,500
9	Data entry clerk			\$	\$	\$
10	Grant accountant/bookkeeper			\$	\$	\$
11	Evaluator/evaluation specialist			\$	\$	\$
<b>Auxiliary</b>						
12	Counselor			\$	\$	\$
13	Social worker			\$	\$	\$
14	Community liaison/parent coordinator	1		\$3,000	\$0	\$3,000
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>						
15						
16						
17						
18						
19						
20						
<b>Other Employee Positions</b>						
21	Superintendent/School Director	1		\$30,000	\$0	\$30,000
22	Operations Manager	1		\$25,000	\$0	\$25,000
23	Culture and Community Manager	1		\$22,500	\$0	\$22,500
24	Subtotal employee costs:			<b>\$98,000</b>	<b>\$0</b>	<b>\$98,000</b>
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>						
25	6112	Substitute pay		\$	\$	\$
26	6119	Professional staff extra-duty pay (Financial Literacy curriculum development and summer training)		\$20,250	\$17,334	\$37,584
27	6121	Support staff extra-duty pay		\$	\$	\$
28	6140	Employee benefits (15%)		\$17,738	\$2,600	\$20,338
29	61XX	Tuition remission (IHEs only)		\$	\$	\$
30	Subtotal substitute, extra-duty, benefits costs			<b>\$37,988</b>	<b>\$19,934</b>	<b>\$57,922</b>
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			<b>\$135,988</b>	<b>\$19,934</b>	<b>\$155,922</b>

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

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

County-district number or vendor ID: 101872

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**

#	Description of Service and Purpose	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
1	Curriculum Consultant	\$10,000		\$10,000
2	IT Training for teachers (July)	\$5,000		\$5,000
3	Yoga/Mindfulness Training for Teachers	\$9,000	\$11,000	\$20,000
4	Janitorial service (begins in July)	\$3,000		\$3,000
5	Legal services	\$3,000		\$3,000
6	Financial services (payroll, accounting, etc.) - ESC 20	\$3,000		\$3,000
7	PEIMS Consultant	\$5,000	\$5,000	\$10,000
8	IT Consultant	\$5,000	\$5,000	\$10,000
9	New teacher training and certification (YES Prep Teaching Excellence)	\$3,000	\$3,000	\$6,000
10	Honoraria for speakers for student programs, career day, etc.	\$2,500		\$2,500
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
<b>a. Subtotal of professional and contracted services:</b>		<b>\$48,500</b>	<b>\$24,000</b>	<b>\$72,500</b>
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$48,500</b>	<b>\$24,000</b>	<b>\$72,500</b>

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

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**Schedule #9—Supplies and Materials (6300)**County-District Number or Vendor ID: **101872**

Amendment number (for amendments only):

**Supplies and Materials Requiring Specific Approval**

#	Description of Supplies and Materials (Add additional lines as needed)	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
1	Student laptops	\$112,500	\$0	\$112,500
2	Teacher laptops	\$8,000	\$0	\$8,000
3	Admin laptops	\$4,000	\$0	\$4,000
4	Carts for laptops	\$6,000	\$0	\$6,000
5	Printers	\$1,800	\$0	\$1,800
6	Whiteboards	\$6,000	\$0	\$6,000
7	Document cameras	\$4,000	\$0	\$4,000
8	Locking, flood proof, fireproof file cabinets	\$7,500	\$0	\$7,500
9	Bookshelves	\$10,000	\$0	\$10,000
10	Student desks	\$22,500	\$0	\$22,500
11	Student chairs	\$11,250	\$0	\$11,250
12	Teacher desks	\$2,000	\$0	\$2,000
13	Teacher chairs	\$800	\$0	\$800
14	Admin desks	\$1,250	\$0	\$1,250
15	Admin chairs	\$500	\$0	\$500
16	Furniture for all-purpose room (sofa, chairs, tables, bookshelves, etc.)	\$4,000	\$0	\$4,000
17	Office accessories (13 sets of staplers, wastebaskets, desk sets, floor protectors, etc.)	\$4,550	\$0	\$4,550
18	Literacy curriculum	\$10,100	\$0	
19	Science lab equipment (Bunsen burners, thermometers, probes, robotics kits, models, posters, etc.)	\$10,000	\$0	\$10,000
20	Science lab tables	\$2,500	\$0	\$2,500
21	Math manipulatives	\$3,500	\$0	\$3,500
22	Calculators	\$2,500	\$0	\$2,500
23	Classroom libraries	\$7,000	\$7,000	\$14,000
24	"Mini-grants" of individually chosen curriculum materials per teacher	\$10,500	\$10,500	\$21,000
25	Music materials (music stands, instruments, sheet music, metronome, keyboards, etc.)	\$10,000	\$0	\$10,000
26	Nonconsumable art supplies (brushes, easels, sculpting tools, display boards, etc.)	\$7,500	\$0	\$7,500
27	Teacher workroom equipment (laminator, mailboxes, microwave, coffee maker, tables, chairs etc.)	\$5,000	\$0	\$5,000
<b>Grand total</b>		<b>\$275,250</b>	<b>\$17,500</b>	<b>\$292,750</b>

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

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

County-District Number or Vendor ID: 101872		Amendment number (for amendments only):		
Expense Item Description		Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally. Travel to exemplary sites (Nashville, TN)	\$16,500	\$0	\$16,500
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval (see below for detail):		\$8,600	\$7,200	\$12,200
<b>Grand total:</b>		<b>\$25,100</b>	<b>\$7,200</b>	<b>\$32,300</b>

In-state travel for employees does not require specific approval.

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

IN-STATE TRAVEL DESCRIPTION	PLANNING	IMPLEMENT.	TOTAL
In-state travel to Summer Summit - 3 nights (\$1200 per person x 3)	\$3,600	\$3,600	\$7,200
In-state travel for teachers to visit BES school in San Antonio: 7 teachers, 11 staff, 2 nights (mileage, food, lodging); additional teachers and staff in summer 2	\$5,000	\$3,600	\$5,000
<b>TOTAL</b>	<b>\$8,600</b>	<b>\$3,600</b>	<b>\$12,200</b>

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

County-District Number or Vendor ID: 101872

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
<b>6669—Library Books and Media (capitalized and controlled by library)</b>						
1		N/A	N/A	\$	\$	\$
<b>66XX—Computing Devices, capitalized</b>						
2	Server	1	\$8,000	\$8,000	\$0	\$8,000
3			\$	\$	\$	\$
4			\$	\$	\$	\$
5			\$	\$	\$	\$
6			\$	\$	\$	\$
7			\$	\$	\$	\$
8			\$	\$	\$	\$
9			\$	\$	\$	\$
10			\$	\$	\$	\$
11			\$	\$	\$	\$
<b>66XX—Software, capitalized</b>						
12	Think Circa software	1	Per User	\$5,000	\$10,000	\$15,000
13	eSpEd software	1	Per User	\$5,000	\$7,500	\$12,500
14	Financial management software/SIS	1	License	\$20,814	\$20,814	\$41,628
15	Dean's List - behavior management software	1	License	\$4,500	\$4,500	\$9,000
16	NWEA MAP software	1	Per User	\$3,500	\$5,000	\$8,500
17	Scholastic Reading Inventory (nonconsumable assessment instrument)	1	License	\$2,950	\$2,950	\$5,900
18			\$	\$5,000	\$10,000	\$15,000
<b>66XX—Equipment, furniture, or vehicles</b>						
19	Phone system	1	\$10,000	\$10,000	\$0	\$10,000
20	Security camera system	1	\$20,000	\$20,000	\$0	\$20,000
21	Copier	1	\$8,000	\$8,000	\$0	\$8,000
22	Bell system/PA	1	\$10,000	\$10,000	\$0	\$10,000
23	Bus	1	\$90,000	\$90,000	\$0	\$90,000
24			\$	\$	\$	\$
25			\$	\$	\$	\$
26			\$	\$	\$	\$
27			\$	\$	\$	\$
28			\$	\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>						
29				\$	\$	\$
<b>Grand total:</b>				<b>\$195,764</b>	<b>\$50,764</b>	<b>\$246,528</b>

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

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## Schedule #13—Needs Assessment

County-district number or vendor ID: 101872

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**EDUCATIONAL NEED:** In Houston ISD, the dropout rate has improved in recent years (43% decrease since 2007), but it is still two times higher for Hispanic students and three times higher for African-American students than for all students (the dropout rate for all students is 12.5%, and many district schools are underperforming). Currently, 58 schools (21%) have been cited by the district as requiring improvement based on state assessments. In addition, 80 schools (30%) have been cited as requiring improvement in student achievement on state tests. Houston ISD also performs below the state averages on each of the STAAR End-of-Course exams and on STAAR tests for grades 3-8 in all subjects. The performance gap for minority students continues to indicate that Houston families have a clear need for better, high-quality educational opportunities. The adjacent zip code 77036 (Sharpstown and Chinatown) has a median household income of \$27,935, with 36.1% of individuals living below the poverty line. Here, just 6.1% of residents have a Bachelor's degree or higher, and 76.6% speak a language other than English at home (U.S. Census Bureau, 2014). Public schools in this area are underperforming, especially at the middle school grade levels. Jane Long Academy, a 6-12 Houston ISD school, received an F rating from Children At Risk. STAAR results inform this low rating: 39% of students passed the 2016 STAAR Social Studies, 48% passed Writing, and 57% passed Reading. Their best results (Science and Math) still fall under the 60-standard. Just 10% of their ELLs passed the STAAR Writing and 13% passed Social Studies. Less than half of the student population will be prepared for high school academics. Fondren Middle School, a Houston ISD Middle School (6-8) located in 77096 (just south of Gulfton), was rated Improvement Required for two consecutive years and is currently on a turnaround plan. • **COMMUNITY DEMAND:** Citywide, there are over 32,000 students on charter school waitlists, but KIPP has over 6,000 students on waitlists specifically in the Sharpstown and Gulfton areas. (Families Empowered, 2016). This data indicates that parents and families desire more high-quality, public options. The southwest area of Houston, particularly the Gulfton and Sharpstown area, from which Etoile Academy will draw students, represents the densest concentration of students waiting for seats at charter schools. • **PROCESS:** Etoile Academy conducted the following activities when assessing its need for Public Charter School Startup Grant resources: 1) Review of public, private, and charter schools in the area (academic performance, accountability ratings, curriculum, attendance zones/boundaries, philosophy, design, student populations, Priority/Focus schools, etc.); 2) Review of student demographics and community characteristics (educational levels, socio-economic status, and related statistics); 3) Review of staffing needs and Leadership Team qualifications (experience, prior appraisals, expertise, and special skills); 4) Review of planned curriculum materials needed and related school operational costs; 5) Informal interviews with current and prospective parents and business/community members; and 6) Reflection on previous/current experiences in educational and school leadership and lessons learned. • **ALIGNMENT WITH GRANT GOALS/OBJECTIVES:** In planning for the successful launch, operation, and growth of Etoile Academy, founding leaders' research revealed that Southwest Houston's Gulfton neighborhood has struggled with low-quality housing, rising crime rates, and schools "increasingly overwhelmed with excess students" (Neighborhood Centers, 2013). Residents here speak over 100 languages other than English. Area middle schools are underperforming and have low ratings from Children At Risk due to large achievement gaps. Two Houston ISD middle schools are rated F. One was rated by TEA as Improvement Required for two years and is currently on a turnaround plan. High-performing charter schools in this area alone have over 6,000 students on waitlists—the densest concentration of students waiting for high-quality seats. Etoile Academy exists to address these needs and has identified the five most pressing that the school will address with the support of charter startup grant funding.

In summary, students and families in Southwest Houston need:

1. **A high-quality middle school option** to ensure students do not drop out but instead transition to high school with the preparation they need to access college;
2. **Intensive, sustained academic interventions** for students living in an area with low English literacy and academic achievement rates;
3. **Expanded enrichment offerings** to build students' creativity skills, performance abilities, and increased confidence;
4. **Ongoing education in financial literacy** to teach students how to build wealth; and
5. **A highly structured but nurturing school culture** that enables them to succeed at high levels in secondary school, college, and beyond.

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

County-district number or vendor ID: 101872

Amendment # (for amendments only):

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

#	Identified Need	How Implemented Grant Program Would Address
1.	A high-quality middle school option with a college-preparatory curriculum to ensure students successfully transition to high school	Etoile will provide an expanded middle school program (5-8) to directly and effectively address the academic gaps students bring with them from the elementary grades, and to equip all students with the content knowledge, academic skills, character, and work habits necessary to persevere through and master challenging curriculum aligned to ambitious and clear standards and mapped backwards towards college-preparatory and Advanced Placement course work at the high school level. Well-trained teachers, led by a mission-driven, nationally trained, high capacity leader, will utilize frequent assessments, data analysis, and strategic interventions within our extended day and extended year model to dramatically accelerate student academic growth. • <b>Grant funds will provide:</b> Staffing during the planning phase, curriculum consulting, teacher training, legal and financial services, technology tools, curriculum materials, and instructional and management software.
2.	Intensive, sustained academic interventions for students (literacy and math)	Etoile will offer Daily Literacy Intervention block - 60 minutes per session, with four sessions per week, for a total of 240 minutes per week. We will provide all students in all grades with the individualized use of technology resources to support their diverse learning needs. Implementing semi-blended learning techniques in all grades, we will ensure and prioritize opportunities for small group instruction, targeted support, and mastery of TEKS technology standards. During some portions of the daily lesson cycle, semi-blended learning involves the use of technology applications to support student academic growth. 12 Saturdays a year, Etoile will offer intensive tutorial sessions (math, other subjects as needed). • <b>Grant funds will provide:</b> Curriculum consulting, teacher training, literacy/reading and math materials, technology for blended learning, extra-duty pay for tutorial sessions, and instructional software.
3.	Expanded enrichment offerings to build students' creativity skills, performance abilities, and increased confidence	We believe that college preparation includes a robust experience in Fine Arts. Since college students often enjoy, learn from, and participate in arts at their campus and within their city/town, we want our students to have the necessary skills to access these opportunities and we want to ensure that all students, regardless of family income or home language, have access to a well-rounded education, including access to a Fine Arts curriculum in the middle school grades. Thus, in all grades 5 through 8, students will benefit from three enrichment opportunities each year studying studio art, music, and theatre. We will offer all three elective courses in all years to provide students with creativity skills, performance abilities, and increased confidence. • <b>Grant funds will provide:</b> Teacher training, travel to exemplary school sites, and fine arts materials.
4.	Ongoing education in financial literacy to teach students how to build wealth	All Etoile Academy students will have a financial literacy course every year, four days per week throughout the year, in all grades 5 through 8. Financial literacy will be a major focus in our building, and we will intentionally connect the course to the culture of our school. At the end of each yearlong course, students will complete an end-of-year assessment aligned with applicable math TEKS and national standards, as well as a portfolio assessment to further demonstrate their mastery of grade-specific financial skills and knowledge. • <b>Grant funds will provide:</b> Curriculum consulting and development, teacher training, and financial literacy materials.
5.	A highly structured but nurturing school culture that enables them to succeed at high levels in secondary school, college, and beyond	We know that within a warm and strict school environment, students are able to focus on academics, feel comfortable taking academic risks, and develop the character traits needed for future success. Within a highly structured, achievement-oriented, and ambitious school culture, students will learn, build, and come to embody the individual character values and traits necessary to persist in high school and college, and thus have access to a variety of professional opportunities. We will build this culture through the selection and training of a mission-driven team, thorough and clear orientations for families and students, and the meticulous building of values-based systems, language, rituals, and routines throughout the school that combined will propel our mission forward. • <b>Grant funds will provide:</b> Yoga/mindfulness training for teachers, behavior management software, a security camera system, honoraria for speakers for student programs, and travel to exemplary school sites.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 101872

Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	School Director	8 years in urban education, including teaching, coaching teachers, and leading a sports-based youth nonprofit for at-risk teens. B. A. English Literature and Education; M. A., English Literature. Advanced Graduate Study, Leadership Academy – Education Administration.
2.	Operations Manager	Bachelor's degree requ. Graduate degree pref. Experience working on a school-based operations team and experience working in community development pref. Bilingual (Eng/Sp) pref.
3.	Culture and Community Manager	Bachelor's degree required. Graduate degree preferred. Experience working on a school-based team and working in community development preferred. Fluency in English and Spanish preferred. Experience teaching in an urban middle school preferred. Valid Texas ESL license pref
4.	Teachers	Bachelor's degree required. Graduate degree preferred. Educational background in content area required. Valid teaching certifications appropriate to teaching assignment required. Lead teaching experience in urban middle schools preferred.
5.	Consultants/ Trainers	External professional development (PD) providers, consultants, and trainers will be selected by the School Director who will verify the consultant's prior results and research basis for all PD.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	By 06/30/20, at least 70% of all st. will score Satisfactory or Advanced on STAAR reading.	1. All classrooms staffed with highly qualified teachers	06/30/2018	07/31/2020
		2. All teachers partic in 100+ hrs./yr of content-rel PD	07/01/2018	07/31/2020
		3. At least 50% students meet std on benchmark asmt	11/01/2018	12/20/2020
		4. At least 60% students meet std on benchmark asmt	01/01/2018	03/15/2020
		5. 100% of students not meeting standards will receive additional interventions and support	09/01/2018	06/30/2020
2.	By 06/30/20, at least 75% of all st. will read at or above grade level per NWEA MAP.	1. All classrooms staffed with highly qualified teachers	06/30/2018	07/31/2020
		2. All teachers partic in 100+ hrs./yr of content-rel PD	07/01/2018	07/31/2020
		3. At least 50% students meet std on benchmark asmt	11/01/2018	12/20/2019
		4. At least 60% students meet std on benchmark asmt	01/01/2018	03/15/2020
		5. 100% of students not meeting standards will receive additional interventions and support	09/01/2018	06/30/2020
3.	By 06/30/20, at least 70% of all st. will score Satisfactory or Advanced on STAAR math.	1. All classrooms staffed with highly qualified teachers	06/30/2018	07/31/2020
		2. All teachers partic in 100+ hrs./yr of content-rel PD	07/01/2018	07/31/2020
		3. At least 50% students meet std on benchmark asmt	11/01/2018	12/20/2019
		4. At least 60% students meet std on benchmark asmt	01/01/2018	03/15/2020
		5. 100% of students not meeting standards will receive additional interventions and support	09/01/2018	06/30/2020
4.	By 06/30/20, at least 70% of gr 5 st. will score Satisfactory or Advanced on STAAR science	1. All classrooms staffed with highly qualified teachers	06/30/2018	07/31/2020
		2. All teachers partic in 100+ hrs./yr of content-rel PD	07/01/2018	07/31/2020
		3. At least 50% students meet std on benchmark asmt	11/01/2018	12/20/2019
		4. At least 60% students meet std on benchmark asmt	01/01/2018	03/15/2020
		5. 100% of students not meeting standards will receive additional interventions and support	09/01/2018	06/30/2020
5.	By 06/30/2020, at least 90% of families report Satisfaction with school culture	1. Parents invited to partic in school decision-making	04/01/2018	07/31/2020
		2. At least 75% parents attend 1 acad info session/yr	04/01/2018	06/30/2020
		3. 100% parents contacted re: st. needing adtl support	08/20/2018	05/30/2020
		4. 100% of parents receive calls, emails, newsletters	08/20/2018	05/30/2020
		5. Parent input formally sought at least 2 x per year	04/01/2018	06/30/2020

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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

County-district number or vendor ID: 101872

Amendment # (for amendments only):

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

Etoile's Founding team's mission-driven, improvement-oriented staff are focused on modeling Etoile's data-driven culture on Building Excellent Schools (BES) and BES school models. School Director Kayleigh Colombero will be primarily responsible for planning assessment and evaluation activities. She will be supported by her BES mentor and coach, the Board of Directors, the Operations Manager, and the Culture and Community Manager.

Planning backwards from the TEKS, teachers will deliver interim assessments (every six weeks) and formative assessments on a daily basis to collect data on student performance. This will begin with the initial benchmark assessments (in reading, writing, and math) given to students within 2-3 weeks of starting school, which will allow teachers and school leaders to record initial data and create action plans for each individual student based on their current academic performance. Teachers will be responsible for entering student data into our student information systems during their allocated professional development time. During and after Year 2, the Data/PEIMS Assistant will support teachers and school leadership in data collection and entry. Teachers will also collect data from Unit Exams.

With the help of the School Director who is formally trained in data analysis and action planning, teachers will analyze student data regularly. Teachers will have three weeks of professional development prior to the start of the school year with sessions on data analysis. Every six weeks, data from interim assessments will be used for revision and increased scaffolding when necessary.

The School Director will be provided Follow-On Support from experienced school leaders now working as senior members of the BES team. With the help of these experienced leaders, the School Director will create a timeline for curriculum audits and will utilize data to inform audits and subsequent revisions of curriculum and instructional materials. Teachers and school leaders will also use data from end-of-year and STAAR assessments to continuously improve curricula and materials. After reviewing data from STAAR exams, the School Director will report to the Board of Directors the results and the effectiveness of the curriculum based on these results. If necessary, the School Director, with the Board's approval, will then work with teachers to rewrite segments of the curriculum (or entire subjects) in order to improve their effectiveness and student outcomes.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At all stages of project implementation and management, the Etoile Academy School Director will involve the Operations Manager, Culture and Community Manager, and contracted data and finance personnel, who will work together to oversee adherence to all policies and procedures relating to the following:

- Maintaining fiduciary and financial responsibility for all grant activities;
- Keeping accurate accounting data, records, and archiving of supporting documentation for all charges;
- Requesting funds through the automated payment request systems;
- Preparing and submitting written expenditure reports in coordination with the project manager;
- Certifying expenses are true and correct;
- Classifying and reporting the accounting transactions properly; and
- Keeping accurate procurement records.

In addition, Etoile Academy Charter School and its charter holder, Etoile Academy, Inc., is committed to sustaining this program beyond the initial funding period and promises the following:

- To maintain accurate, up-to-date records of grant activities and expenditures;
- To file accurate, thorough interim and final progress and financial reports in a timely manner;
- To fully account for the accomplishment (or failure to accomplish) each program objective and performance target;
- To coordinate grant funding with other federal, state, and local/ADA funding to maximize program effectiveness and student achievement; and
- To share details of its model and the results of its program with others.

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By TEA staff person:

## Schedule #15—Project Evaluation

County-district number or vendor ID: 101872

Amendment # (for amendments only):

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

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	<b>QUANTITATIVE:</b> Review of student achievement data (baseline; progress reports/grading periods; benchmark tests)	1.	All teachers have access to most recent criterion- and norm-referenced student academic data within two weeks of school opening each year
		2.	All teachers have attended and participated in at least 65 hours of staff development related to data interpretation and application annually
		3.	Objectives 1-5 are achieved (see page 17)
2.	<b>QUANTITATIVE:</b> Review of student data management system and teacher use	1.	All teachers trained in student data management
		2.	At least 95% of teachers use data to inform and personalize instruction
		3.	At least 95% of teachers use (and are assessed on) Teach Like a Champion strategies, Deans List (behavior management program and software), and student growth data (NWEA MAP and STAAR)
3.	<b>QUANTITATIVE &amp; QUALITATIVE:</b> Review of staffing (open/filled positions, teacher/staff attendance, satisfaction, retention, perform.)	1.	All instructional and support staff positions filled by 08/01/2018
		2.	At least 85% of teachers perform satisfactory or above on their combined appraisals each year
		3.	Teacher retention is 85% or higher by 07/31 each successive year
4.	<b>QUALITATIVE:</b> Review of survey/focus group/interview data (teacher/staff, parents, students)	1.	Faculty/staff satisfaction is 85% or higher based on anon annual survey
		2.	Leadership team administers surveys for teachers/staff, parents, and students by which to evaluate program satisfaction as a success indicator
		3.	Leadership team administers surveys, focus groups, and/or interviews to collect data to determine project effectiveness and success

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Quantitative data reported through TEA's Academic Excellence Indicator System is disaggregated by grade, subject, special populations (ethnicities, sex, LEP, at-risk, bilingual/ESL, economically disadvantaged, and special education) as well as aggregated by all grades tested (STAAR). Additional data will be provided through Dean's List (behavior management program and software) and NWEA MAP. **Data analysis procedures** will make use of statistical qualitative, analytical, and presentation procedures to process and present data/findings. All project implementation benchmarks/milestones/performance objectives for the project period will be closely monitored to determine the extent to which they are achieved. The School Director will assume primary responsibility for program implementation and adjustment and will monitor and evaluate all planned activities and contracted services through observations, surveys, and formal and informal evaluation methods in order to determine their merits and effectiveness in achieving project aims. She will meet with teachers weekly throughout the project period to monitor data and to act swiftly to immediately correct any problems with project delivery. In this way, the School Director will be able to determine the extent to which project weaknesses, problems, or concerns are addressed in a timely manner as the implementation proceeds. **Formative** assessment will take place **weekly** during the planning period (April - August) and **monthly** during the implementation period (September 2018 - July 2020) as school personnel make use of collaborative/meeting time to reflect on, assess, and critique their own and others' instructional practices, need for professional development, available instructional materials, and the effectiveness of grant-funded activities. Additionally, the School Director will gather and present data collected from teachers and other staff members, including data on student achievement, as appropriate, in order to seek guidance from the Operations Manager and Culture and Community Manager throughout the funding period. **Feedback for ongoing refinement** of this Public Charter School Startup Grant initiative will be obtained from staff and other program participants at least semi-annually to ensure that the initiative attains its maximum implementation effectiveness to facilitate the full achievement of all targeted process and product goals/objectives.

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## Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101872

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the administrative relationship between the charter school and the authorized public chartering agency (i.e., the local board of trustees, the commissioner, or the charter holder board).

**Note:** All applicants must address this statutory requirement.

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

Etoile Academy Charter School is a campus operated by Etoile Academy, Inc., which has been authorized by the Texas Education Agency as a Generation 22 Subchapter D, Section 12.101 Open-Enrollment Charter School in accordance with State Board of Education rules and policies. As such, Etoile Academy, Inc. is a Local Education Agency (LEA).

The Founding Team of Etoile Academy (eleven members) consists of Lead Founder/School Director Kayleigh Colombero, three Board members of the sponsoring entity (Etoile Academy, Inc.), and an additional seven Board members. The majority of this team came together in September of 2016 and are local Houston residents with the exception of one San Antonio resident.

After a comprehensive search process, Founding Board Members were selected using criteria informed by the experience of staff members at Building Excellent Schools. These criteria include area of expertise, mission alignment, proven ability to work as a team, connections to the community, and ability to give the time and energy required to be a Founding Team member.

**Founding Board Members are:**

- Alim Adatia, Director of Outreach Strategist, LLC;
- Shiroy Aspandiar, Co-Founder of One Jump
- Dr. Michelle Bair, Senior Director of Development, Memorial Hermann Health System;
- Dr. Richard Anthony Baker, AVP Equal Opportunity Services University of Houston (**Vice Chair**);
- Kevin Hardaway, Attorney at Haynes and Boone (**Board Chair**);
- Jorge Lara, President and CEO at New Energy Consulting and Houston Capital Developments;
- Ja'Milla Lomas, Marketing at Gulf Coast Services Association (**Secretary**);
- Nicole Frechette Morrissey, Educational Consultant;
- Wendy Ruiz, Principal Consultant at W. Ruiz Consulting; and
- Yuhan Xie, Contract Analyst at Hewlett Packard Enterprise (**Treasurer**).

The Governing Board will follow all open meeting requirements including have pre-announced, public meetings. They will meet once a month, at least 10 times per year, for a minimum of 90 minutes each session. The Governing Board will keep minutes of each meeting and will make these available to the public. The School Director will report to the Board at each of these meetings unless the School Director is told their presence is unnecessary. Board members will be regularly sent financial reports at least quarterly as well as updates on school activities and assessment results in order to ensure they meet the "prudent person" section of the law.

The Governing Board will comply with 19 TAC§ 100.1113 and Texas Government Code§ 573.021-573.025 relating to Relationships by Consanguinity or Affinity.

The primary purpose of the Governing Board is to provide organizational oversight and to evaluate the work of the School Director. The Board will delegate the day-to-day management of the school to the School Director, but they will evaluate the results of the leader and the organization. The Board will set compensation, hire, oversee, and evaluate the School Director. For the first three years of operation, the School Director will be the only staff member that will report directly to the Board. The School Director will hire and evaluate all school staff but will be held accountable to the organization's academic, organizational, and financial success by the Governing Board. The Board will ensure that Etoile Academy executes on its mission to equip all students with the academic and character foundation necessary to succeed in high school, graduate from college, and pursue ambitious life goals. They will ensure that the school adheres to the charter, is fiscally responsible, and that it complies with all local, state, and federal laws. The Board of Directors will continue to oversee and evaluate all plans for campus growth.

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**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: **101872**

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal start-up grant has expired.**Note: All applicants must address this statutory requirement.**

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

The primary source of funding for the continued operation of Etoile Academy Charter School once the Federal start-up grant has expired will be the per-pupil allotment from the State of Texas. In the 2018-19 school year, this will be based on an estimated enrollment of 150 students in grade 5 and 300 students in grades 5 and 6 in 2019-20. Etoile Academy will continue to add a grade level each year) until we reach full 5-8 enrollment in 2021-22.

Additional support for instructional activities will be raised from private sources, including individual donors as feasible, annual fundraising events, grants from local foundations, and State and Federal sources.

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## Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101872

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school.

**Note:** All applicants must address this statutory requirement.

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

Not applicable.

Etoile Academy has requested no waivers.

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## Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101872

Amendment # (for amendments only):

**Statutory Requirement 4:** Describe how the grant funds will be used to accomplish the purpose, goals and objectives of the grant. Describe how the items/activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education.

**Note:** All applicants must address this statutory requirement.

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

Etoile Academy Charter School understands that the purpose of the federal Public Charter School (PCS) Start-up Grant program is to increase national understanding of charter schools and that the Texas PCS program supports the federal program with the following goals:

- Provide financial assistance for the planning, program design, and initial implementation of charter schools; and
- Expand the number of high-quality charter schools available to students.

Etoile Academy is requesting a total of \$800,000 in start-up funding to accomplish the purpose, goals, and objectives of the grant as delineated on page 17. Additional detail is as follows:

**Payroll and Benefits (@ 15%)** in the amount of \$155,922 will support the Superintendent/School Director, Operations Manager, Culture and Community Manager, Office Manager, and Parent Coordinator during the planning period, extra-duty pay for financial literacy curriculum development (planning period), and extra-duty pay for teacher and staff training (planning and implementation—mostly during summers) as well as benefits for all of these.

**Professional and Contracted Services** in the amount of \$72,500 will support a curriculum consultant, IT training for teachers, yoga/mindfulness training for teachers, janitorial service, legal services, financial services provided by ESC Region 20, a PEIMS consultant, an IT consultant, new teacher training and certification through YES Prep Teaching Excellence, and honoraria for speakers for student programs during career day.

**Supplies and Materials** in the amount of \$292,750 will purchase technology hardware for students, teachers, and administrators, technology peripheral devices, bookshelves and desks, furniture, content-area curriculum materials and equipment (science, math, music, art, etc.), and teacher workroom equipment.

**Other Operating Costs** in the amount of \$32,300 will support in-state travel for teachers and staff to Summer Summit and to visit Building Excellent Schools (BES) schools in San Antonio as well as out-of-state travel to visit exemplary school sites in Nashville, TN.

**Capital Outlay** in the amount of \$246,528 will fund a server, six software programs for instruction, financial management, and behavior management, a phone system, security camera system, copier, bell system/PA, and a school bus.

School leaders and finance/budget personnel will identify additional resources and coordinate funding from federal, state, and local funding for personnel, professional and contracted services, supplies and materials, other operating costs, and capital outlay as permitted by law and regulatory guidance. Examples of federal funding sources include, but are not limited to, the National School Lunch Program (US Dept. of Agriculture), Title I, IDEA, and federal (ED) grants. Examples of state funding include state (TEA) competitive grants, state formula funding, per-pupil regular (ADA) funding, and weighted ADA (WADA) funding.

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## Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101872

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe how the charter school that is considered a local educational agency under state law, or a local education agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. (See Appendix 1.) Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.

**Note:** All applicants must address this statutory requirement.

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

Etoile Academy believes that all students have the potential to succeed at high levels with the appropriate supports and interventions. Whether or not students have a diagnosed disability, we believe students can achieve academic success. Etoile Academy will not discriminate in its admission and enrollment practices against any students diagnosed with a disability or suspected to have a disability. Etoile Academy will use weighted state per-pupil allotments to provide for the additional educational, instructional materials, and staffing needs of these students; train teachers in appropriate intervention, remediation, instruction, and acceleration of these students; and provide for the appropriate level of administrative case management.

We are prepared to offer a full range of special education services. In accordance with our mission, we will provide a variety of supports to ensure all students reach their academic potential. Etoile Academy will provide a Free and Appropriate Public Education (FAPE) and comply with all state and federal statutes including sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 (ADA). Emulating the work of high-performing charter schools across the country, we will use an inclusive and heterogeneous educational model that supports students in reaching their academic potential and prepares them for high school and college. As mentioned in the instructional techniques, students will benefit from whole class strategies that support ELLs and students with disabilities. Students will also benefit from small group instruction and daily intervention instruction.

Classroom teachers that frequently observe and assess students academically, behaviorally, socially, and emotionally will identify students with possible disabilities. When a teacher notices a pattern of difficulties in a certain area (academic, behavior, social, emotional) that continue despite teacher interventions, the Response to Intervention (RtI) procedures will begin. We will use a multi-tiered RtI system designed to ensure students receive the appropriate level of support.

The majority of students will only need support within the regular education classroom (Tier 1). Based on local demographics, we anticipate that approximately 15% of the overall student body will need some Tier 2 supports. Students in this process may be referred for special education evaluation at any time, and particularly when Tier 2 supports are insufficient for the student to make adequate progress. After receiving written and signed consent from a parent or guardian, the special education team will evaluate students for special education and/or related services. Etoile Academy will identify and evaluate students in need of special education services through the "Child Find" procedure outlined in the Notice of Procedural Safeguards (April 2016). This will include students who are homeless and students who are wards of the state.

Upon completing the evaluation, the Admission, Review, and Dismissal (ARD) team (including the parent or guardian) will determine eligibility for services based on provisions in IDEA, the Texas Education Code (TEC), and the Texas Administration Code (TAC). Etoile Academy will also follow the procedures outlined in a Parent's Guide to Admission, Review, and Dismissal Process (April 2016). If the ARD team determines a student eligible for special education services, an IEP (Individualized Education Plan) will be created and implemented in full, within the least restrictive environment.

In accordance with Texas Charter Law, all Special Education Teachers will hold certification with the State of Texas. Following the ARD team's decision about necessary services, Etoile Academy will ensure that all services are provided by appropriate, certified providers. Services including physical therapy, speech therapy, occupational therapy, counseling, and mobility services will be provided if determined necessary by the ARD team through certified and licensed contractors approved by the School Director and Board of Directors. All special education students will receive progress reports at the same intervals as regular education students. Special education progress reports will include progress on all goals as outlined on the IEP. Placements for students may include any of those described below as determined by the ARD team's evaluation.

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**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: **101872**

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the educational program to be implemented by the proposed charter school, including (1) how the program will enable all students to meet challenging state student academic achievement standards; (2) the grade levels or ages of children to be served; and (3) the curriculum and instructional practices to be used.

**Note:** Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Not applicable.**

**Etoile Academy is not a Subchapter C Campus Charter School.**

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**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: **101872**

Amendment # (for amendments only):

**Statutory Requirement 7:** Describe how the charter school will be managed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district.

**Note:** Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

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Amendment # (for amendments only):

**Statutory Requirement 8:** Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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

**Not applicable.**

**Etoile Academy is not a Subchapter C Campus Charter School.**

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**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: **101872**

Amendment # (for amendments only):

**Statutory Requirement 9:** Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school.**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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

**Not applicable.**

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101872

Amendment # (for amendments only):

**Statutory Requirement 10:** Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.**Note:** Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

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Not applicable.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101872

Amendment # (for amendments only):

**Statutory Requirement 11:** Provide a description of the campus charter's process to become a charter school, including:

1. the district's general process for approval of campus charter schools and the steps the campus took to become a charter;
2. the premise in which the school board approved the campus for which a charter was granted to operate;
3. what the campus will be doing differently, above and beyond, that of a regular district campus that merits charter status and charter school start-up funds;
4. if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus.

**Note:** Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

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**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: **101872**

Amendment # (for amendments only):

**Statutory Requirement 12:** Describe the periodic review and evaluation process for the charter school. Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked. Describe how the district authorizer will use increases in student academic achievement as one of the most important factors when determining whether to renew or revoke a school's charter.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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

**Not applicable.**

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101872

Amendment # (for amendments only):

**Statutory Requirement 13:** Describe how the charter school will be governed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

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**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: **101872**

Amendment # (for amendments only):

**Statutory Requirement 14:** Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Not applicable.**

**Etoile Academy is not a Subchapter C Campus Charter School.**

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**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: **101872**

Amendment # (for amendments only):

**Statutory Requirement 15:** Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Not applicable.**

**Etoile Academy is not a Subchapter C Campus Charter School.**

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

County-district number or vendor ID: 101872

Amendment # (for amendments only):

**TEA Program Requirement 1: Population to Be Served in 2018-2019.** Enter the number of students in each grade, by type of school, projected to be served under the grant program during the 2018-2019 school year. For a charter school that is currently serving students in its first year of implementation, supply the number of students in each grade, by type of school, currently served by the charter.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School							150								150
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>							150								150

**Not Applicable – No students will be served during the 2018-2019 school year.**



Total Staff 11

Total Parents\* 225

Total Families\* 120

Total Campuses 1

**TEA Program Requirement 2: Population to Be Served in 2019-2020.** Enter the number of students in each grade, by type of school, projected to be served under the grant program during the 2019-2020 school year.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School							150	150							300
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>							150	150							300

Total Staff 24

Total Parents\* 450

Total Families\* 240

Total Campuses 1

*\*Total parents estimated as 1.5 x # of students. Total families estimated as .8 x # of students.*

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

County-district number or vendor ID: 101872

Amendment # (for amendments only):

TEA Program Requirement 3: Number of Students To Be Served in 2018-2019 Who Would Otherwise Attend a Traditional School Identified as a Priority or Focus School.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter School (TEC Subchapter C)															
Open-enrollment Charter School (TEC Subchapter D)							75								75
College/University/Jr College Charter School (TEC Subchapter E)															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>							75								75

Not Applicable – No students will be served during the 2018-2019 school year.



TEA Program Requirement 4: For 2018-2019, provide the names and nine-digit county/district/campus numbers of the schools identified as priority or focus schools that you will be impacting as described above.

	District Name	Campus Name	9 Digit CDC Number
<b>PRIORITY SCHOOLS</b>			
1.	Alief ISD	Best EL	101903118
2.	Alief ISD	Sneed EL	101903117
3.	Houston ISD	Bonham EL	101912111
<b>FOCUS SCHOOLS:</b>			
4.	Alief ISD	Boone EL	101903102
5.	Alief ISD	Kennedy EL	101903107
6.	Alief ISD	Landis EL	101903116
7.	Alief ISD	Outley EL	101903119
8.	Houston ISD	Elrod EL	101912148
9.	Houston ISD	Sugar Grove Academy	101912163
10.	YES Prep Public Schools, Inc.	YES Prep - Brays Oaks	101845006
Not Applicable – No students will be served during the 2018-2019 school year.			<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 101872		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	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"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

County-District Number or Vendor ID: 101872

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 type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" 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 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 type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input 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			
F01	Provide early identification and intervention	<input checked="" 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 checked="" 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 type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Inaccessible Physical Structures**

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

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" 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 checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" 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, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" 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 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			

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