Texas Education Agency
Standard Application System (SAS)

2018–2020 School Transformation Fund - Implementation

Program authority:	P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period:	July 9, 2018 to July 31, 2020	
Application deadline:	5:00 p.m. Central Time, May 29, 2018	
Submittal information:	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	*(date stamp)* RECEIVED TEXAS EDUCATION AGENCY 2018 MAY 29 PM 3: 17 DOCUMENT CONTROL CENTER
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#		Amendment #	
Academy of Dallas Charter District	057810	Academy of Dallas Charter School 057810 101		N/A	
Vendor ID #	**ESC Region #**			**DUNS #**	
38-3477558	10			029953739	
Mailing address			**City**	**State**	**ZIP Code**
2324 South Vernon Ave.			Dallas	Texas	75224

Primary Contact

First name	M.I.	Last name	Title	
Ross	F	Williams	Principal / Regional Director	
Telephone #	**Email address**		**FAX #**	
(214) 944-5544	ross.williams@academyofdallas.com		(214) 948-2912	

Secondary Contact

First name	M.I.	Last name	Title	
Ernestine		James	Support Services Director	
Telephone #	**Email address**		**FAX #**	
(214) 944-5544	ernestine.james@academyofdallas.com		(214) 948-2912	

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: Bettye | M.I.: J. | Last name: Milledge | Title: Superintendent

Telephone #: (734) 812-2452 | Email address: csas137@hotmail.com | FAX #: (214) 948-2912

Signature (blue ink preferred): *(signature)* Bettye Milledge

Date signed: 5/24/18

Only the legally responsible party may sign this application.

701-18-112-008

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Schedule #1—General Information	
County-district number or vendor ID: 057810	Amendment # (for amendments only): N/A

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

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

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 057810	Amendment # (for amendments only): N/A

Part 1: Required Attachments

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

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

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

Part 2: Acceptance and Compliance

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

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

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 057810	Amendment # (for amendments only): N/A

Part 3: Program-Specific Provisions and Assurances

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

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance.
4.	The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort.
5.	The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors.
6.	The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
7.	For **Partnership Implementation** models (**P2 Partnership** and **IMO Partnership**), the applicant provides assurance that they will award a campus charter in alignment with S.B. 1882.
8.	For **New School Implementation** models (**Reset** and **Fresh-Start**) and **Redesign**, the applicant provides assurance that the necessary operational flexibility (such as staffing, calendars, time, and budgeting) will be provided to campus leadership and the school transformation partner to fully develop and implement a school transformation. For applicants implementing the District of Innovation (DOI) operational flexibility plan, this includes an assurance that exemptions received through the DOI innovation plan will be extended to the campus developing and implementing a school redesign plan.
9.	For **Reset**, the applicant provides assurance that the campus will have new school leadership and instructional staff.

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 057810	Amendment # (for amendments only): N/A

Part 1: Submitting an Amendment

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

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

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

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 057810	Amendment # (for amendments only): N/A
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.	

Academy of Dallas Charter School has historically experienced a multitude of major changes in the transitioning and sustainment of teaching staff. In the past three years, out of the current seventeen instructional staff members (7) 43% have been on this campus three or more years. 57% (10) are first year teachers or new to teaching or are new to the campus and assigned content. All third through eighth grade level teachers with the exception of five fit this description. An analysis of the school's historical data spanning eleven years (2006- 2017) reflected an ongoing inconsistency in sustaining an acceptable rating, which paralleled with teacher turnover.

The Academy of Dallas Charter School mission is to provide an Academia Environment that prepares students to function as Entrepreneurs, Workers, and Citizens in a Globalized World. The school's vision is Building Entrepreneurial and Life Skills through an Academia Environment. The Academy of Dallas Charter school aspires to implement the Talent Transformation Model. The systemic approach for turning around the Academy of Dallas Charter School focuses on a **human capital system** and processes for recruiting and retaining quality teachers and campus leaders. The system targets the development and implementation of structures that **build teacher capacity** in all core subject areas to deliver quality instruction encompassing best-practice strategies, **data analysis** and interventions to inclusively support all student groups, special education and ESL. Processes will be detailed to facilitate use of vertical and horizontal planning for academic success that **approaches** all **instruction vertically**.

The campus will provide an infrastructure that coordinates instructional systems that accelerates academic performance through building teacher capacity and leadership density. (1) The priority mechanisms that will be developed include an Employment System for Acquiring and Sustaining Teachers. (2) Use of vertical and horizontal planning for academic success, which approaches all instruction vertically. This makes it logistically easier to collaborate because all instructional expectations by content area will be school-wide. The process will include time during the instructional day each six weeks for teachers and instructional coaches to design rigorous and aligned lessons based on a school-wide Student Expectation Learning Standard focus. (3) Implement a highly functioning and structured Professional Learning Community approach across the entire campus. Develop and empower teacher leaders to build and sustain the campus instructional systems. (4) Conduct and employ regular progress monitoring, classroom walkthroughs, instructional rounds, and data analysis to inform decisions about instruction. (5) Engage students in authentic tasks that are cognitively challenging and plan a strategic teacher-to-student-to teacher feedback cycle. Students' educational experiences are enriched and will be aligned to school's vision.

The talent transformation model created will be anchored around a human capital system to Identify teacher recruitment sources, procedures for on-boarding, and continuous support to ensure greater teacher effectiveness. Establish Entrepreneurship Content area coursework during the regular class schedule as well as during extended learning times. Targeted incentives to attract qualified teachers in areas of math, science, ESL, and Special Education are inclusive in the model. Provide incentives to staff for ensuring student achievement beyond the accomplished level as measured by the state accountability assessments.

The high quality, on-going, collaborative extended learning opportunities and progress monitoring will coagulate processes, structures, routines, and diligence in purposeful application of data analysis. This will improve the academic achievement of all students and teacher capabilities to deliver high quality instruction. This system will build a bridge to allow the principal and campus instructional coaches time to extend feedback to teachers for instructional best practices and building pedagogical capacity. A framework will also be developed to provide campus leadership team trainings needed to support, coach, and mentor teachers to continuously deliver quality instruction. Additionally, by increasing student achievement, this will assist in improving teacher morale, which leads to staff sustainability, an improved campus climate, and the increased support from parents and community.

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2018–2020 School Transformation Fund - Implementation

Schedule #6—Program Budget Summary

County-district number or vendor ID: 057810				Amendment # (for amendments only): N/A	
Program authority: P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)					
Grant period: July 9, 2018 to July 31, 2020			Fund code: 211		

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$71,000	$20,000	$91,000
Schedule #8	Professional and Contracted Services (6200)	6200	$89,000	$0	$89,000
Schedule #9	Supplies and Materials (6300)	6300	$50,976	$0	$50,976
Schedule #10	Other Operating Costs (6400)	6400	$32,250	$0	$32,250
Schedule #11	Capital Outlay (6600)	6600	$36,700	$0	$36,700
	Consolidate Administrative Funds			**X** Yes ☐ No	
Total direct costs:			$279,926	$20,000	$299,926
Percentage% indirect costs (see note):			$0	$ 0	$0
Grand total of budgeted costs (add all entries in each column):			**$279,926**	**$20,000**	**$299,926**

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

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

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: 057810			Amendment # (for amendments only): N/A		

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher (Core Content Leads)	N/A	4	$40,000.00
2	Educational aide	N/A	N/A	$0
3	Tutor	N/A	N/A	$0
Program Management and Administration				
4	Project director	N/A	N/A	$0
5	Project coordinator / DCSI (Years 2018-2020)	N/A	1	$20,000.00
6	Teacher facilitator	N/A	N/A	$0
7	Teacher supervisor	N/A	N/A	$0
8	Secretary/administrative assistant	N/A	N/A	$0
9	Data entry clerk	N/A	N/A	$0
10	Grant accountant/bookkeeper	N/A	N/A	$0
11	Evaluator/evaluation specialist	N/A	N/A	$0
Auxiliary				
12	Counselor	N/A	1	$ 5,000.00
13	Social worker	N/A	N/A	$0
14	Community liaison/parent coordinator (Years 2018-2020)	N/A	1	$10,000.00
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15				
16				
17				
18				
19				
20				
Other Employee Positions				
21	Title	N/A	N/A	$0
22	Title	N/A	N/A	$0
23	Title	N/A	N/A	$0
24		Subtotal employee costs:		$0
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		$ 6,000.00
26	6119	Professional staff extra-duty pay		$10,000.00
27	6121	Support staff extra-duty pay		$0
28	6140	Employee benefits		$0
29	61XX	Tuition remission (IHEs only)		$0
30	Subtotal substitute, extra-duty, benefits costs			$16,000.00
31	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$91,000.00**

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: 057810	Amendment # (for amendments only): N/A

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

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land		$0
	N/A		
	a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Matched School Transformation Partner (See Program Guidelines and Program-Specific Instructions)	$0
2	Moving Up Performance Levels ESC 10 Reading and Math Year 2018-2019	$ 3000.00
3	ISBN-13: 978-1119278719 Getting Better Faster 90 Day Coaching for New Teachers Books and Training Years 2018-2020	$ 7000.00
4	Campus Data to Intervention Package 6.5 days ESC 10 Year 2018-2019	$ 6500.00
5	Bell to Bell Quality Instruction with No Wasted Time (5 days) ESC 10 Year 2018-2019	$ 4000.00
6	Administrator and Instructional PLC Leader Training (3 days) Yer 2018-2019	$ 2500.00
7	External Professional Service Provider Years 2018 - 2019	$25,000.00
8	New Teacher Mentor Trainer Years 2018-2019	$18,000.00
9	ESC 10 Teaching & Learning Services Year 2019-2020	$23,000.00
	b. Subtotal of professional and contracted services:	$89,000.00
	c. Remaining 6200—Professional and contracted services that do not require specific approval:	$0
	(Sum of lines a, b, and c) Grand total	$89,000.00

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: 057810	Amendment number (for amendments only): N/A
Supplies and Materials Requiring Specific Approval	
Expense Item Description	**Grant Amount Budgeted**
6300 Total supplies and materials that do not require specific approval:	$50,976.00
Grand total:	**$50,976.00**

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

#	Type	Purpose	Quantity	Unit Cost	Total Cost
1	Desktop Computers	Coursework	17	$ 900.00	$ 15,300.00
2	High Yield Color Printers	Parent Academy Info	1	$ 2,000.00	$ 2,000.00
3	PD Tablets	PD Software and Eval	17	$ 399.00	$ 6,783.00
4	Elmo Document Cameras	Coursework	17	$ 579.00	$ 9,843.00
5	2 Wireless Infocus Projectors	Coursework	5	$1,330.00	$ 6,650.00
6	High Yield Poster Maker	Global Communication	1	$ 3,000.00	$ 3,000.00
7	Motorized Projector Screen	Stakeholders Meetings	2	$ 1,000.00	$ 2,000.00
8	Translating Machines	Stakeholders Meetings	2	$ 200.00	$ 400.00
9	Color Copier	Global Communication	1	$ 5,000.00	$ 5,000.00
				Grand Total	$ 50,976.00

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 057810		Amendment number (for amendments only): N/A
Expense Item Description		**Grant Amount Budgeted**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	$
6413	Stipends for non-employees other than those included in 6419	$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	$0
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.	$15,050.00
64XX	Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	$0
	Subtotal other operating costs requiring specific approval:	$0
	Remaining 6400—Other operating costs that do not require specific approval:	$17,200.00
	Grand total:	**$32,250.00**

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.

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#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
**Schedule #11—Capital Outlay (6600)**
County-District Number or Vendor ID: 057810			Amendment number (for amendments only): N/A	

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
**6669—Library Books and Media (capitalized and controlled by library)**				
1		N/A	N/A	$36,700.00
**66XX—Computing Devices, capitalized**				
2		N/A	$0	$0
**66XX—Software, capitalized**				
12		N/A	$0	$0
**66XX—Equipment, furniture, or vehicles**				
19		N/A	$0	$0
**66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)**				
29				$0
			Grand total:	**$36,700.00**

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 #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 057810	Amendment # (for amendments only): N/A

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	408	98.3%	N/A
Limited English proficient (LEP)	67	16.1%	N/A
Disciplinary placements	0	0%	N/A
Attendance rate	NA	94.5%	N/A
Annual dropout rate (Gr 9-12)	NA	0%	N/A

Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	6	35.2%	N/A
6-10 Years Exp.	5	29.4%	N/A
11-20 Years Exp.	5	29.4%	N/A
20+ Years Exp.	1	6.0 %	N/A
No degree	0	0%	N/A
Bachelor's Degree	11	65%	N/A
Master's Degree	5	29%	N/A
Doctorate	1	6%	N/A

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type:	☐ Public	X Open-Enrollment Charter	☐ Private Nonprofit	☐ Private For Profit	☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
88	44	44	44	44	44	40	50	44	44	N/A	N/A	N/A	N/A	486

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
4	2	2	2	2	3	3	3	3	3	N/A	N/A	N/A	N/A	27

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 057810	Amendment # (for amendments only): N/A

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.

The Academy of Dallas adopted the (TAIS) Texas Accountability Intervention System for campus level comprehensive needs assessment process. The team organized and gathered data for each of the seven critical success factors that included academic performance, quality data, leadership effectiveness, increased learning time, family / community engagement, school climate, and teacher quality.

The Committee consisted of the veteran teachers, administrators, technical assistance provider, parents, and community stakeholders. The needs assessment began by developing a problem statement based on the data analysis process that had been prioritized. The "10, 5, 5" process was conducted with identified problem statements. This group brainstormed the reasons for not sustaining quality personnel. Each member was asked to think of ten reasons why a problem might be occurring. The list of possible reasons a problem occurred was narrowed. Reviewing the data, prioritized needs emerged to support informed decisions for continuous improvement. After conducting the needs assessment and identifying the root causes, the next step was to develop a transformation plan.

Next the team identified the sphere of control for the campus and district. Focus was placed on what the campus can control.

When beginning the transformation plan, the team looked at all resources available, technical assistance options, as well as other factors such as timelines and school improvement requirements.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 057810	Amendment # (for amendments only): N/A

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.	Develop an Employment System for Acquiring and Sustaining Teachers. Ensure ongoing quality professional development	Build Systems for recruitment and onboarding procedures for new hires. Delineation of duties inclusive of roles & responsibilities in regards to classroom instruction. Provide pedagogical support to existing teachers, attracting, and hiring new highly qualified teachers. Funds to supplement professional development. Targeted incentives to attract qualified teachers in areas of math, science, ESL, and Special Education are inclusive in the initiative. Provide incentives to staff for ensuring student achievement beyond the accomplished level as measured by the state accountability system.
2.	Use of vertical and horizontal planning for academic success, which approaches all instruction vertically.	The process will include time during the instructional day each six weeks for teachers and instructional coaches to design rigorous and aligned lessons based on a school-wide Student Expectation Learning Standard focus. Use specialist to support a backward design process to plan for instruction. Four substitute teachers to cover 12 days needed to replace classroom teachers during the six weeks vertical and horizontal planning sessions.
3.	Implement a highly functioning and structured Professional Learning Community approach across the entire campus. Develop and empower teacher leaders to build and sustain the campus instructional systems.	This system will build a bridge to allow the principal and campus instructional coaches time to extend feedback to teachers for instructional best practices and building pedagogical capacity. A framework will also be developed to provide campus leadership team trainings needed to support, coach, and train teachers to continuously deliver quality instruction.
4.	Conduct and employ regular progress monitoring, classroom walkthroughs, instructional rounds, and data analysis to inform decisions about instruction.	Use specialist to support a backward design process to plan for instruction. Maintain being very selective when it comes to attending and securing professional development. This assures an identified benefit that increases teacher pedagogy. Stipends will be provided to content area teams for meeting student performance measures.

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5.	Engage students in authentic tasks that are cognitively challenging and plan a strategic teacher-to-student-to teacher feedback cycle.	Acquire virtual Science Labs, interactive maps and globes, leveled readers, Entrepreneurship Materials, Empowering students use of critical thinking skills through virtual field trips

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	Schedule #14—Management Plan	
County-district number or vendor ID: 057810		Amendment # (for amendments only): N/A

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.	Superintendent	Insures operational flexibility, serves as liaison between campus and district and provides ultimate oversight over the transformational grant implementation and execution.
2.	District Coordinator of School Improvement	Oversees the work of school improvement (CIT), participates in the needs assessment, improvement planning, and monitoring processes The DCSI serves as an advocate for the campus, communicates high expectations, a clear vision and focus on learning, a sense of urgency, assures operational flexibility, and coordinates district support
3.	Principal	Instructional leader of the campus responsible for the implementation and compliances associated with budget for the Talent Transformation Model Grant.
4.	(External) Professional Service Provider	An experienced, quality educator who provides technical assistance and support to campuses and districts. PSPs build the capacity of school leaders, teachers, and staff by helping them create a culture of continuous improvement and sustainability. Previously served as a principal on a successful campus.
5.	Technology Support Specialist	Provide supports to faculty and students in the implementation and use of all kinds of technology including computers, and mobile devices in and out of the classroom that enhance the process of teaching and learning. Knowledge in technology setup and trouble campus and classroom technology.
6.	Director of Support Services	Oversees the Pre-K through second grade feeder school's day to day operation and staff professional learning that is coordinated with the Grades 3-8th campus .

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Schedule #14—Management Plan (cont.)				

County-district number or vendor ID: 057810 — Amendment # (for amendments only): N/A

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.	Recruiting and Retaining Quality Teachers	1.	Recruiting and Retaining Quality Teachers: The Principal will lead Efforts to identify applicants and complete initial screening process. The Leadership Team Instructional Coaches will step into a mentoring role to support teacher induction	08/01/2018 08/01/2019	10/31/2018 10/31/2019
		2.	The Leadership Team Instructional Coaches will step into a mentoring role to support teacher induction.	08/01/2018 08/01/2019	10/31/2018 10/31/2019
		3.	District will provide targeted incentives to attract qualified teachers in areas of math; science, ESL, and Special Education are inclusive in the initiative. District will provide stipends to content area teams for meeting student performance measures.	08/01/2018 08/01/2019	10/31/2018 10/31/2019
2.	Vertical and Horizontal Planning	1.	District will provide Principal funds needed to provide substitute coverage for six-weeks planning committee participants.	11/01/2018 11/01/2019	1/31/2019 1/31/2020
		2.	Math specialist and lead content team members will scope and sequence the Student Expectations by content needed to facilitate vertical and horizontal planning.	11/01/2018 11/01/2019	1/31/2019 1/31/2020
3.	Building Teacher Capacity	1.	Leadership Team Instructional Coaches will support teachers both globally and specific to area of expertise (i.e. Special Education, ESL, ELAR. Science, and Social Studies).	02/01/2019 02/01/2020	03/30/2019 03/30/2020
		2.	Each six weeks Instructional Coaches will assist in planning for instruction.	02/01/2019 02/01/2020	03/30/2019 03/30/2020
		3.	Instructional Coaches will assume varied roles within Professional Learning Communities.	02/01/2019 02/01/2020	03/30/2019 03/30/2020
		4.	N/A	N/A	N/A
		5.	N/A	N/A	N/A
4.	Continue Building Teacher Capacity	1.	Leadership Team Instructional Coaches will continue to support teachers both globally and specific to area of expertise (i.e. Special Education, ESL, ELAR. Science, and Social Studies).	04/01/2019 04/01/2020	06/01/2019 06/01/2020
		2.	Instructional Coaches will continue to assist in planning for instruction.	04/01/2019 04/01/2020	06/01/2019 06/01/2020
		3.	Instructional Coaches will continue to assume varied roles within Professional Learning Communities.	04/01/2019 04/01/2020	06/01/2019 06/01/2020

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: 057810	Amendment # (for amendments only): N/A

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.

Currently our organization created a human capital system to Identify teacher recruitment sources, procedures for onboarding, and continuous support to ensure greater teacher effectiveness. Targeted incentives to attract qualified teachers in areas of math, science, ESL, and Special Education were inclusive in the initiative. However, budgeting did not sustain the initiative.

The high quality, on-going, collaborative extended learning opportunities and progress monitoring coagulated processes, structures, routines, and diligence in purposeful application of data analysis. The intent was to improve the academic achievement of all students and teacher capabilities to deliver high quality instruction. The long term goal of increasing the scholars ability to achieve the "meets and masters level on accountability missed it mark.

This system was to build a bridge to allow the principal and campus instructional coaches time to extend feedback to teachers for instructional best practices and building pedagogical capacity. Due to budgeting and transferring of personnel the process became repetitious. A framework was developed to provide campus leadership team trainings needed to support, coach, and train teachers to continuously deliver quality instruction.

Additionally, an increase did occur in student achievement, however, not at the significant range anticipated.
Efforts to assist in improving teacher morale, did not lead to staff sustainability as anticipated due to not being competitive to surrounding districts incentives or pay scale.

An observable improvement in campus climate occurred and also increased support from parents and community.
Ongoing feedback and continuous improvement are occurring in the form of administrative staff, teachers, students, parents and community dialogue. Efforts to sustain the essence of the program's goals and objectives are being communicated daily through six weeks curriculum previews and six weeks collaborative planning sessions.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 057810	Amendment # (for amendments only): N/A

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.

The campus will provide an infrastructure that coordinates instructional systems that accelerates academic performance through building teacher capacity and leadership density. (1) The priority mechanisms that will be developed include an Employment System for Acquiring and Sustaining Teachers. Local Career fairs, Texas Educational Service Centers and college and universities education departments will be recruitment sources. Onboarding procedures will include new teacher induction program and mentoring first year teachers. Utilize a full time mathematics specialist whose main job responsibility is to support teachers in grades 2-8 with instruction. Use core content teacher leads to support a backward design process to plan for instruction. Maintain being very selective when it comes to attending and securing professional development. This assures an identified benefit that increases teacher pedagogy. Stipends will be provided to content area teachers and support teams for meeting student performance measures. (2) Use of vertical and horizontal planning for academic success, which approaches all instruction vertically. This makes it logistically easier to collaborate because all instructional expectations by content area will be school-wide. The process will include time during the instructional day each six weeks for teachers and instructional coaches to design rigorous and aligned lessons based on a school-wide Student Expectation Learning Standard focus. (3) Implement a highly functioning and structured Professional Learning Community approach across the entire campus. Develop and empower teacher leaders to build and sustain the campus instructional systems. (4) Conduct and employ regular progress monitoring, classroom walkthroughs, instructional rounds, and data analysis to inform decisions about instruction. (5) Engage students in authentic tasks that are cognitively challenging and plan a strategic teacher-to-student-to teacher feedback cycle. Students' educational experiences are enriched and will be aligned to school's vision.

By providing job embedded pedagogical supports, global staff recognitions, other incentives will help to ensure that all project participants remain committed to the project's success

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	Schedule #15—Project Evaluation		
County-district number or vendor ID: 057810			Amendment # (for amendments only): N/A

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.	The priority mechanisms that will be developed include an Employment System for Acquiring and Sustaining Teachers	1.	Recruitment Sources, Local Career Fairs, Texas Educational Service Centers and college and universities education departments will be recruitment sources. Annual Teacher incentives provided based on delineated student performance outcomes and staff attendance.
		2.	Onboarding procedures for new teacher induction program and mentoring first year teachers.
		3.	Utilize lead core content teachers to support Grades 2-8, new teacher mentoring coach, and ELL / SpEd Lead Teachers. Quality Professional Development
2.	Use of vertical and horizontal planning for academic success, which approaches all instruction vertically. Emphasis on Instructional Delivery through Gradual Release Teaching Model	1.	Allow time during the instructional day each six weeks for teachers and instructional coaches to design rigorous and aligned lessons based on a school-wide Student Expectation Learning Standard focus
		2.	Implement a highly functioning and structured Professional Learning Community approach across the entire campus
		3.	Conduct and employ regular progress monitoring, classroom walkthroughs, instructional rounds, and data analysis to inform decisions about instruction.
3.	50% of students will engage in authentic tasks that are cognitively challenging. Students' educational experiences will be enriched and aligned to school's vision.	1.	Continue allowing time during the instructional day each six weeks for teachers and instructional coaches to design rigorous and aligned lessons based on a school-wide Student Expectation Learning Standard focus
		2.	Continue using highly functioning and structured Professional Learning Community approach across the entire campus
		3.	Continue Conducting and employing regular progress monitoring, classroom walkthroughs, instructional rounds, and data analysis to inform decisions about instruction.
4.	70% of students will engage in authentic tasks that are cognitively challenging. Students' educational experiences will be enriched and aligned to school's vision.	1.	Continue allowing time during the instructional day each six weeks for teachers and instructional coaches to design rigorous and aligned lessons based on a school-wide Student Expectation Learning Standard focus
		2.	Continue using highly functioning and structured Professional Learning Community approach across the entire campus
		3.	Continue Conducting and employing regular progress monitoring, classroom walkthroughs, instructional rounds, and data analysis to inform decisions about instruction.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 057810	Amendment # (for amendments only): N/A

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.

Data processes for collecting data included in the evaluation design are disaggregated through the use of Eduphoria and AXIOM. Six Weeks common assessments and weekly skill checks are used to assess the delivery of the vertically and horizontally aligned core content six-weeks curriculum calendar. Students are tiered each six weeks cycle using a school-wide tracker and displayed in the data room for PLC collaboration and curriculum support. Student participants are identified for both intensive intervention and enrichment opportunities through this process.

Project delivery will be monitored and corrected by providing extended learning opportunities through Blended Learning, After school tutorials and in class interventions to both whole and small groups will occur.

The district obtained the new PEIMS Student Information Software (TXEIS) used to accurately track attendance. The SST (Student Support Team) which consists of Counselor, Dean, PEIMS Coordinator, Director of Student Support Services, Special Education and ELL Coordinators monitor student attendance data and follow-up with parent conferences as appropriate.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 057810	Amendment # (for amendments only): N/A

Statutory Requirement 1a: Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Academy of Dallas Charter school support and improvement activities will focus on **Effective use of data to steer systems** in facilitating high-quality instruction that increases student achievement and critical thinking along with support for the social and emotional competencies of all students. The system targets will provide a common planning period for the process of purposeful collaboration. The development and implementation of structures that **build teacher capacity through Professional Learning Communities** in all core and support subject areas will occur. This encourages delivery of constructive instruction encompassing best-practice strategies, data analysis and interventions to inclusively support all student groups, special education and ESL. Processes will be detailed to facilitate use of **departments and cross-curriculum planning as well.**

A Campus Leadership Team will be utilized as an integral part of accountability for instructional practices and progress monitoring processes. Efforts in providing pedagogical support to existing teachers, attracting, and hiring new highly qualified teachers will be stressed. Processes will be detailed to facilitate use of <u>vertical and horizontal planning</u> for academic success that approaches all instruction vertically.

Conduct regular progress monitoring, classroom walkthroughs, instructional rounds, and data analysis to inform decisions about instruction. Fundamentals will be based on Texas Teacher Evaluation and Support System (T-TESS)

- Create a training and support plan for teachers based on learning from the Leadership and Coaching training.
- Provide ongoing systematic training and support for teachers using resources such as Get Better Faster, A 90-Day Plan for Coaching.
- Develop measurements to determine success of training and support provided.'
- Improvement in instructional delivery observed during weekly classroom observations with immediate feedback process

- Principal and Educational Service Provider will track improvement using effective coaching techniques (Benchmarks 1-2 Years 2018-2020)
  1) T-TESS Rubric at Proficiency Level Dimensions 1.4. 2.1, 2.3 (Benchmark 1 Year 2018-2019) will be used
  2) Six-weeks Instructional Planning Calendars and Assessments
  3) Instructional Planning Calendar effectiveness measured by Mid-year Mock STAAR Benchmark

- Principal and Educational Service Provider will track and compare improvement using effective coaching techniques (Benchmarks 1-2 Years 2019-2020)
  1) T-TESS Rubric at Accomplished Level Dimension 2.5, 3.1-3.3 (Benchmark 2 Year 2019-2020) will be used.
  2) Instructional Planning Calendar effectiveness measured by Mid-year Mock STAAR Benchmark
  3) State Accountability Assessment Scores at End of Year 2019

- Principal and Educational Service Provider will track improvement using effective coaching techniques (Benchmark 2 Year 2019-2020)
  1) T-TESS at Approaching Distinguished Level All Dimensions in 1.1through 4.4 (Benchmark 3) will be used.
  2) Instructional Planning Calendar effectiveness measured by Mid-year Mock STAAR Release Test (Benchmark 3 Year 2019 - 2020)
  3) State Accountability Assessment Scores at End of Year 2019 and 2020

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 057810	Amendment # (for amendments only): N/A

Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the district will monitor school improvement plans upon submission and implementation and how the applicant will implement additional action following unsuccessful implementation of such plan after a number of years determined by the district. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Academy of Dallas will provide in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout the Talent Transformation Model Grant request, and will ensure that all such reports, data, and evidence are accurate, reliable, and complete or, if it is aware of issues related to the accuracy, reliability, or completeness of its reports, data, or evidence, it will disclose those issues.

Academy of Dallas will provide scheduled reports as determined by Texas Education Agency for "all students" group, each subgroup described and for any combined subgroup (as applicable): information on student achievement at each proficiency level; data comparing actual achievement levels to the State's annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools.

Documentation will be kept by the organization to support grant expenditures, including a general ledger and payroll journal. Additional supporting documentation, such as copies of invoices, receipts, travel vouchers, and time and effort records

School Improvement Plans submission and progress reports will be facilitated and monitored, by the Professional Service Provider, District Coordinator of School Improvement, and Superintendent. Ongoing plan modification(s) utilizing researched based best practice strategies will occur when action steps within the plan are not successful.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 057810	Amendment # (for amendments only): N/A

Statutory Requirement 1c: Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Academy of Dallas will use a rigorous review process to recruit, screen, select, and evaluate external partners. The External Professional Service Provider must be an experienced educator that is a former principal, superintendent, or curriculum content area experts with successful track records that can be verified through Texas Education Agency Performance Monitoring Accountability System, (ISAM) Intervention, Stage, and Activity Manager or schools accountability history that were being serviced by the external partner. The partner must exhibit and abide by the Educator's Professional Code of Ethics and has a cleared criminal background check.

The External must be able to provide assistance and oversight in building the capacity of campus/district leaders, teachers and staff to understand the Systems for Continuous District and School Improvement, and to identify and address gaps in the Critical Success Factors of: Academic Performance, Use of Data to Drive Instruction, Leadership Effectiveness, Teacher Quality, School Climate, and Increased Learning Time.

It is further recommended that the External Professional Service Provider that will serve as the liaison between all parties have Texas Teacher Evaluation and Support System (T-TESS) Certification

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 057810	Amendment # (for amendments only): N/A

Statutory Requirement 1d: Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Academy of Dallas Charter School will ensure that federal grant awards are used for authorized purposes in compliance with federal statutes, regulations, and the terms and conditions of federal awards, align other federal, state and local resources in accordance to guidelines prescribed to carry out the activities supported with funds under this subsection. The Academy's management along with superintendent will monitor compliance with requirements applicable to a process or program, and the related use of funds. Monitoring will be conducted to ensure compliance with federal law and regulations and financial accountability, including compliance with grant requirements.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 057810	Amendment # (for amendments only): N/A

Statutory Requirement 1e: Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Appropriate modifications, practices and policies to provide operational flexibility enabling full and effective implementation of the plan will include the local campus ability to:

a. Align the professional development calendar with the data driven instructional plan: include modeling, assessment, assessment analysis, and action planning and make it flexible enough to adapt to students' learning needs
b. Certify that teachers' lesson plans are directly related to the six weeks content action plan
c. During Observations make sure instructors are teaching the right standards to the correct rigor
d. Review the Rigor of the "Do Now" in the Gradual Release Instructional Model to ensure the questions are matching the rigor of the assessment
e. Use rubrics as scoring tools that explicitly represent the performance expectation for assignments that provide a clear description of the students' level of mastery.
f. The leadership team will monitor instruction and provide on-time feedback.
g. Evaluate the questions the teacher is asking to ensure they are targeting the learning needs identified in the action plan.
h. Use of vertical and horizontal planning for academic success, which approaches all instruction vertically using the Texas Resource System (TRS) as a resource varying the year at a glance as appropriate for the campus and its feeder school.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 057810	Amendment # (for amendments only): N/A

Statutory Requirement 2: Describe how the plan will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Academy of Dallas Charter School's Talent Transformation Model Plan incorporates eight (8) evidence-based strategies during 2018-2020 implementation. The school-wide instructional model teachers will practice to inform collaborative collegial conversation that guides classroom practices will be the "Gradual Release Instructional Framework Model Framework. *(I Do, We Do, You Do)*

Evidence Based Teaching Strategy 1: Clear Lesson Goals

Being clear about what teacher wants students to learn during each lesson. Quickly and easily state what instructor wants students to know and be able to do at the end of a given lesson. Clear **lesson goals** help students to focus the lesson on what matters most.

Evidence Based Teaching Strategy 2: Show & Tell

Start the lessons with **show and tell**. Put simply, **telling** involves *sharing information or knowledge* with students while **showing** involves *modeling incorporating technology to show how to do something.* **Tell** students what they need to know and **show** them how to do the tasks the teacher wants them to be able to do.

Evidence Based Teaching Strategy 3: Questioning to Check for Understanding

Using multiple response strategies within a lesson to check for understanding before moving onto the next part of their lesson. (Examples: Think-pair-share, table talk, white boards, response cards, etc.)

Evidenced Based Teaching 4: Summarize New Learning In A Graphical Way

Graphic outlines include things such as mind maps, flow-charts and Venn diagrams. Using these help students to summarize what they have learned and to understand the interrelationships between the aspects of what was taught to them.

Evidence Based Teaching Strategy 5: Frequent Practice

Practice helps students to retain the knowledge and skills that they have learned while also allowing the teacher another opportunity to check for understanding. Making sure that the students are practicing the right things. Students should be practicing what they learned during the *show and tell portion of that day's lesson*, which in turn should reflect the lesson's goal.

Evidence Based Teaching Strategy 6: Provide Students With Feedback

Letting students know how they have performed on a particular task along with ways that they can improve. Unlike praise, which focuses on the student rather than the task, feedback provides students with a tangible understanding of what they did well; of where they are at, and of how they can improve.

Evidence Based Teaching Strategy 7: Teach Strategies Not Just Content

Increase how well students do in any subject by **explicitly teaching them how to use relevant strategies**. When teaching children to read, teach them how to attack unknown words, as well as strategies that will deepen their comprehension. When teaching mathematics, teach problem-solving strategies.

Evidence Based Teaching Strategy 8: Nurture Meta-Cognition

Encouraging students to use meta-cognition by **thinking about options, choices and results** – before choosing one, think about how effective this choice was (after reflecting on success or lack thereof) before continuing with or changing chosen strategy.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 057810	Amendment # (for amendments only): N/A

TEA Program Requirement 1a: Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Partnership Implementation

☐ **P2 Partnership**

☐ **IMO Partnership**

New School Implementation

☐ **Reset**

☐ **Fresh-Start**

Transformation Implementation

X Talent Transformation Model

☐ **Redesign**

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Texas Education Agency

Standard Application System (SAS)

Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 057810	Amendment # (for amendments only): N/A

TEA Program Requirement 1b: Describe the school transformation plan, including but not limited to, how the transformation will improve student outcomes, as well as how the applicant will apply lessons learned throughout the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus will provide an infrastructure that coordinates instructional systems that accelerates academic performance through building teacher capacity and leadership density. (1) The priority mechanisms that will be developed include an Employment System for Acquiring and Sustaining Teachers. (2) Use of vertical and horizontal planning for academic success, which approaches all instruction vertically. This makes it logistically easier to collaborate because all instructional expectations by content area will be school-wide inclusive of the feeder campus. Where as in the past only horizontal planning approach was applied which impacted the quality of the Professional Learning Communities. The high quality, on-going, collaborative extended learning opportunities and progress monitoring will coagulate processes, structures, routines, and diligence in purposeful application of data analysis. This will improve the academic achievement of all students and teacher capabilities to deliver high quality instruction. The process will include time during the instructional day each six weeks for teachers and instructional coaches to design rigorous and aligned lessons based on a school-wide Student Expectation Learning Standard focus. (3) Implement a highly functioning and structured Professional Learning Community approach across the entire campus. Develop and empower teacher leaders to build and sustain the campus instructional systems. (4) Conduct and employ regular progress monitoring, classroom walkthroughs, instructional rounds, and data analysis to inform decisions about instruction. This system will build a bridge to allow the principal and campus instructional coaches time to extend feedback to teachers for instructional best practices and building pedagogical capacity. A framework will also be developed to provide campus leadership team trainings needed to support, coach, and mentor teachers to continuously deliver quality instruction. Additionally, by increasing student achievement, this will assist in improving teacher morale, which leads to staff sustainability, an improved campus climate, and the increased support from parents and community. (5) Engage students in authentic tasks that are cognitively challenging and plan a strategic teacher-to-student-to teacher feedback cycle. Students' educational experiences are enriched and will be aligned to school's vision.

The talent transformation model created will be anchored around a human capital system to Identify teacher recruitment sources, procedures for on-boarding, and continuous support to ensure greater teacher effectiveness. Establish Entrepreneurship Content area coursework during the regular class schedule as well as during extended learning times. Targeted incentives to attract qualified teachers in areas of math, science, ESL, and Special Education are inclusive in the model. Provide incentives to staff for ensuring student achievement beyond the accomplished level as measured by the state accountability assessments.

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County-district number or vendor ID: 057810	Amendment # (for amendments only): N/A

TEA Program Requirement 2: Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant LEA cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the Lone Star Governance Participant Manual). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Academy of Dallas Charter School District theory of action focus is "performance management". The district focuses on the most critical functions of campus accountability and Human Resource support. The district provides differentiated paths of continuous improvement for all educators -- whether in administrative roles or classroom roles. Therefore, the systemic approach for turning around the Academy of Dallas Charter School concentrates on a **human capital system** and processes for recruiting and retaining quality teachers and campus leaders. The differentiated HR system methodically identifies pathways for performance improvement, aligns educator incentives with student outcomes, and ensures that educator placement is a function of student needs rather than adult preferences. The district, through its campuses, will provide an infrastructure that coordinates instructional systems that accelerates academic performance through building teacher capacity and leadership density which accomplishes the Board's student outcome goals while operating within the Board's other constraints.

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TEA Program Requirement 3: Explain how high-level district and community stakeholders were educated about the selected school transformation strategy, including a description of stakeholders engaged in and supporting the school transformation strategy. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District and Community Stakeholder were educated about the selected school transformation strategy on the Academy of Dallas Charter School's website, through surveys for purposeful feedback, and parent meetings. Stakeholders included parents and community. Campus site-based decision making committee, teachers, parent representative and community stakeholder were solicited to serve on the Transformation Committee. The committee was divided into teams aligned with the critical success factors: (Academic Performance, Quality Data to Drive Instruction, Leadership Effectiveness, Increase Learning Time, Family / Community Engagement, School Climate, and Teacher Quality) and engaged with Action Steps to support assigned CSF.

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TEA Program Requirement 4: Describe how the selected school transformation strategy would be managed or supported, including which offices and LEA and/or district positions will oversee the effort and why they are particularly qualified for such a task. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The selected school transformation strategy will be managed and supported by the following team members:

District Level:
Superintendent
Informational Technology Director
Human Resource Director
Director of Student Support Services
Project Coordinator / DCSI

Campus Level:
Principal
External Professional Service Provider (PSP)
Leadership Team listed below:
(New Teacher Mentor, Master Teachers for All Content Areas, Blended Learning Teacher / Testing Coordinator, Counselor, Community Liaison / Parent Coordintaor, ELL and Special Education Coordinators)

The team possesses qualifications that include a shared and clear vision for continuous improvement, which streamlines collaborative efforts for student success. They possess proactive efforts at both district ad campus levels to establish successful internal communication systems and transparent communication practices. They are informed and have extensive training on implementing the Texas Accountability Intervention System (TAIS), which includes a continuous improvement process built on a foundation of district commitments and support system.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057810	Amendment number (for amendments only): N/A

No Barriers

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

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

Schedule #18—Equitable Access and Participation

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No Barriers

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Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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

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

Barrier: Gang-Related Activities

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

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Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Not Any	☐	☐	☐

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