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

## 2017–2019 School Redesign Grant, Pilot Cycle

| | | |
|---|---|---|
| **Program authority:** | Every Student Succeeds Act (ESSA), Public Law (P.L.) 114-95, Title I, Part A, Sec 1003, School Improvement | **FOR TEA USE ONLY** Write NOGA ID here: |
| **Grant Period:** | August 28, 2017, to July 31, 2019 | |
| **Application deadline:** | 5:00 p.m. Central Time, July 13, 2017 | Place date stamp here. |
| **Submittal information:** | One original 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, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 | *(received stamp)* TEXAS EDUCATION AGENCY RECEIVED |
| **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 # |
|---|---|---|---|
| Southwest Preparatory School | 015-807 | Southeast 002 | |

| Vendor ID # | ESC Region # | | DUNS # |
|---|---|---|---|
| 74-2875825 | 20 | | 967736299 |

| Mailing address | City | State | ZIP Code |
|---|---|---|---|
| 735 S. W. W. White Rd. | San Antonio | TX | 78220 |

**Primary Contact**

| First name | M.I. | Last name | Title |
|---|---|---|---|
| Cyndy | D | Spivey | Assoc. Superintendent |

| Telephone # | Email address | FAX # |
|---|---|---|
| 210-829-8017 | cyndy.spivey@swprep.org | 210-829-8514 |

**Secondary Contact**

| First name | M.I. | Last name | Title |
|---|---|---|---|
| James | | Neal | Deputy Superintendent |

| Telephone # | Email address | FAX # |
|---|---|---|
| 210-829-8017 | james.neal@swprep.org | 210-829-8514 |

### 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 |
|---|---|---|---|
| Gary | L | Short | Superintendent |

| Telephone # | Email address | FAX # |
|---|---|---|
| 210-829-8017 | gary.short@swprep.org | 210-829-8514 |

Signature (blue ink preferred)

*(signature)* Gary V. Short, Ph.D.

Only the legally responsible party may sign this application.

Date signed: *July 7, 2017*

701-17-101-013

## Schedule #1—General Information

| County-district number or vendor ID: 015-807-002 | Amendment # (for amendments only): |
|---|---|

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

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

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

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

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

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| Schedule #2—Required Attachments and Provisions and Assurances | |
|---|---|
| County-district number or vendor ID: 015-807-002 | Amendment # (for amendments only): |

### Part 1: Required Attachments

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

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

| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
|---|---|---|
| 1. | Portfolio Plan Questionnaire | Applicants must use the template posted on the TEA Grant Opportunities page to self-assess the district's portfolio plan. |

### Part 2: Acceptance and Compliance

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

| X | Acceptance and Compliance |
|---|---|
| ☒ | I certify my acceptance of and compliance with the General and Fiscal Guidelines. |
| ☒ | I certify my acceptance of and compliance with the program guidelines for this grant. |
| ☒ | I certify my acceptance of and compliance with all General Provisions and Assurances requirements. |
| ☒ | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements. |
| ☒ | I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements. |
| ☒ | I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements. |

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

| County-district number or vendor ID: 015-807-002 | 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. | Grant funds awarded will supplement (increase the level of service), and not supplant (replace) State and local funds. The applicant provides assurance that each school served with these grant funds will receive all of the State and local funds it would have received in the absence of this award. The applicant's methodology used to allocate State and local funds to each school will demonstrate compliance with this assurance. |
| 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 the campus it proposes to serve will receive all the State and local funds it would have received in the absence of funds received under this grant. |
| 4. | The applicant provides assurance that it will engage in the necessary effort to align and complement existing school improvement strategies, goals, and interventions in their final approved grant, in order to effectively deliver a single and comprehensive school improvement plan. |
| 5. | The applicant provides assurance that it will, in alignment with its selected school redesign model, implement one or more evidence-based strategies. |
| 6. | The applicant provides assurance that it will provide access for onsite visits to the LEA and campus by TEA and its contractors. |
| 7. | The applicant provides assurance to participate in a formative assessment of the LEA's capacity and commitment to carry out the selected school improvement intervention model at periods during implementation. |
| 8. | The applicant provides assurance to participate in and make use of technical assistance and coaching support provided by TEA Division of System Support and Innovation and/or its subcontractors. |
| 9. | The applicant provides assurance to 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. |
| 10. | 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 redesign partner to fully develop and implement a school redesign.<br>For those selecting the District of Innovation 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. |
| 11. | The applicant provides assurance that they will identify and contract with a redesign partner on or before December 1, 2017. |

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| Schedule #5—Program Executive Summary | |
|---|---|
| County-district number or vendor ID: 015-807-002 | 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.

Southwest Preparatory School, Southeast (SWPS-SE), with the award of the grant funds, will be implementing a turnaround program for School Redesign. Research indicates that the practices of successful turnaround schools provide foundational pillars which exist through schoolwide structures, supports, and opportunities, not only for students, but for teachers, families, and the community. SWPS-SE will implement five foundational pillars of Achievement Strands in order to create a new and improved learning environment that will increase school and student performance. The pillars are: (1) clear and effective communication; (2) self-direction and life-long learning; (3) creative and practical problem solving; (4) responsible and involved citizenship; and (5) integrative and informed thinking. The goal of the Achievement Strands is for students to produce a Capstone Portfolio at the end of each year which will highlight how their daily experiences contribute to their growth and learning. Along with the Achievement Strands, SWPS-SE will adopt the following turnaround strategies to incorporate a vision and mission based on caring relationships, high expectations, and opportunities for participation. DISTRICT CAPACITY: Currently, the Leadership Team of Southwest Preparatory School (SWPS) includes a member with 10 plus years managing grants and overseeing the successful completion of grant activities. As a member of and with the support of the Strategic Accountability Leadership Team (SALT), the Director of Federal Programs consistently provides guidance, leadership, and has the responsibility to hold the Principal accountable for meeting grant milestones. Our proposed School Redesign Partner will collaborate with SWPS by providing training and program monitoring as part of their comprehensive support services, to include performance and process benchmarks and goals, including specific operational flexibilities. COMMUNITY ENGAGEMENT: Historically, SWPS has engaged families, students, educators, and community leaders by various means to understand what they value, which has enabled SWPS-SE to incorporate the stakeholder values and needs as part of the ongoing program development. SWPS-SE and the SRP will hold a series of public information sessions to educate stakeholders about the specific points of the Turnaround Plan and the vision which will result from the successful implementation of the School Redesign Grant. Information will also be provided on the website, mail outs, school messenger service, face-to-face communication with prospective enrollees, and networking through various community organizations. With grant funds, hiring the Community Liaison/Parent coordinator will facilitate generating enthusiasm within the community, and the creation of an advisory committee to shape relevant district and school decisions. The Achievement Strands will incorporate community service opportunities for all students to facilitate community engagement and service learning. EDUCATION PLAN: By incorporating the Achievement Strand foundational pillars (clear and effective communication; self-direction and life-long learning; creative and practical problem solving; responsible and involved citizenship; and integrative and informed thinking), the emphasis for students will be on improving all aspects of their academic performance. However, because SWPS-SE is an open-enrollment charter school, we often enroll students who have not been successful in the traditional school environment and thus, are 2-4 years behind their grade-level peers in credit acquisition and foundational academic skills which requires a credit recovery program to enable them to graduate with their cohort. Despite a very minor increase in the high school graduation rate in the US, it remains at a dismal 75% average – ranking the nation 21st in overall graduation rates among developed nations (NCES, 2012). Advocates contend credit recovery allows struggling students to direct their own learning, classes tend to be proficiency-based, with pre-test features, which allow students to skip content if they can demonstrate mastery and allows students to focus on areas of difficulty. The length of credit recovery courses shall be dictated by the skills and knowledge the student needs to recover and not be a fixed length of seat time" (Beamon et al. 4). With grant funding, SWPS-SE will add 2 math and 2 language arts instructors as well as 1 additional instructor in science and 1 in social studies to implement the credit recovery program, the Knight Academy, as a school within a school, in a whole-school implementation. SWPS-SE will use a blended-learning approach for credit recovery which will mix face-to-face instruction and online learning. The additional educational staff will work with the small learning communities of the credit recovery students by focusing on the areas where these students are deficient in credits and academic skills as well as team teaching in the core classes to provide support to ensure students stay on target for graduation. SWPS-SE intends to raise expectations for the students at the Knight Academy by expecting students to thirst for Knowledge, Never give up (on themselves or their education), have an Inventive approach to life and problem solving, have a sense of Gratitude for all parts of their experience in life, are Hardworking, and Thoughtful. Through the Achievement Strands, students will be actively engaged in goal setting, planning out their Capstone Portfolio milestones,

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

| County-district number or vendor ID: 015-807-002 | 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.

are met on a timely basis, and the level of work produced meets the criteria for excellence set by the Knight Academy. SWPS has a clear student assessment strategy with academic levels checked at the beginning of the year, middle of the year and end of the year to monitor growth and provide results to the staff how analysis in PLC's, to revise planning, guide instruction, and implement interventions. The SRP will train staff on data analysis to target sub-populations which need specific assistance as well as how to provide interventions tailored to meet the individual student needs. TALENT PLAN: The SRP and the SALT will create a list of desired attributes, skill sets, training, experience, and qualifications for the principal. The SRP will be part of the selection process and augment the training of the new principal. Currently, SWPS partners with Youth Empowerment Services (YES) to recruit, hire, and retain highly-effective, experienced educators from across the nation. This partnership also allows SWPS the financial means to be competitive with the surrounding public school districts with regards to compensation and benefit packages to recruit master-level teachers. SWPS-SE currently has an annual budget of $50,000 for professional development for current teachers and staff. Due to the current budget, which is in place for the next 4 years, there is minimal expenditure in the grant for professional development. Due to the current staffing situation, 2 of the 4 secondary core-teachers will not be returning in SY17-18, thus SWPS-SE staff will not be displaced by staff to be hired with grant funds. SCHOOL CULTURE PLAN: One of the prospective external providers is the Flippen Group which features the Capturing Kids Hearts Program, a nurturing program to improve school culture. Capturing Kids Hearts 1 will help SWPS-SE with classroom management in order to raise the bar on student performance, while supporting our students against negative social, environmental, and outside pressures that occur in daily life. Through the EXCEL Model, a positive classroom environment is created and helps to build cohesive team dynamics for teachers and students resulting in increased productivity and retention. The EXCEL Model helps good teachers become better by equipping them with tools with which they can build meaningful relationships with their students, provide a safe environment in which to learn, and develop a dialogue for team-building. This, in turn, paves the way for their students to be able to use the skills they've learned—with confidence and enthusiasm. This model is a reflection of what occurs in the classrooms of master teachers. These teachers focus on "process," which is essential to education. All teachers desire to be effective in their teaching; this program will enhance that effectiveness. The SRP will articulate the core values of SWPS-SE to the public via the various modes of communication previously mentioned. The socio-emotional needs of students will be addressed through the Capturing Kids Hearts 1 as this program will provide students with the tools to manage their emotions, calm themselves when angry, establish positive relationships, make responsible and safe decisions, and handle challenging situations constructively and ethically. EVIDENCED-BASED INTERVENTIONS: One of the proposed intervention programs will be provided by Edmentum. We propose using several of their products for the Knight Academy: the Accucess will be an assessment piece which will be administered 3 times yearly to show academic growth; Accucess is an adaptive assessment with a resulting targeted learning path individualized for each student; Plato Courseware will be used as part of the Knight Academy to allow students to accelerate. The addition of dedicated, certified, master level Knight Academy teaching staff will increase the rigor and quality of instruction by the creating an environment which fosters an attitude for learning, the establishment of a reason to learn, training students how to learn, inspiring students to achieve, establishing accountability for learning, monitoring learning gains, and celebrating new learning by reflecting on student performance data, all of which will support building a strong school culture. Student-level differentiation will be further supported by the master-level instructor who will focus on individual student learning needs and styles. PERFORMANCE MANAGEMENT: SWPS-SE will enter into a Memorandum of Understanding (MOU) with the SRP which will include clear deliverables that are non-negotiable, including timelines, specific training days/times, expectations, benchmarks, and targeted performance measures, including student performance expectations for credit acquisition and academic performance and growth. If support expectations are not met as outlined in the MOU, SWPS will take appropriate action. Program evaluation will be ongoing so that any necessary adjustments can be made during the grant period.

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## Schedule #6—Program Budget Summary

| County-district number or vendor ID: 015-807-002 | Amendment # (for amendments only): |
|---|---|

Program authority: Every Student Succeeds Act (ESSA), P.L. 114-95, Title I, Part A, Sec 1003, School Improvement

| Grant period: August 28, 2017, to July 31, 2019 | Fund code: 211 |
|---|---|

**Budget Summary**

| Schedule # | Title | Class/ Object Code | Planning Cost | Implementation Cost | Admin Cost | Total Budgeted Cost |
|---|---|---|---|---|---|---|
| Schedule #7 | Payroll Costs (6100) | 6100 | $567,772.80 | $690,390.40 | $63,436.80 | $1,321,600.00 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | $38,080.00 | $21,420.00 | $3,000.00 | $62,500.00 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | $47,600.00 | $6,664.00 | $2,736.00 | $57,000.00 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | $11,900.00 | $17,850.00 | $1,500.00 | $31,250.00 |
| Schedule #11 | Capital Outlay (6600) | 6600 | $0.00 | $0.00 | $0.00 | $0.00 |
| | Consolidate Administrative Funds | | | | ☐ Yes ☐ No | |
| Total direct costs: | | | $665,352.80 | $736,324.40 | $70,672.80 | $1,472,350.00 |
| Percentage% indirect costs (see note): | | | N/A | $25,174.05 | $2,416.22 | $27,590.27 |
| Grand total of budgeted costs (add all entries in each column): | | | $665,352.80 | $761,498.45 | $73,089.02 | $1,499,940.27 |

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.

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## Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 015-807-002 | Amendment # (for amendments only):

| | Employee Position Title | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Planning Cost | Implementation Cost | Total Budgeted Cost |
|---|---|---|---|---|---|---|
| **Academic/Instructional** | | | | | | |
| 1 | Teacher | 2 | | $110,000 | $110,000 | $220,000 |
| 2 | Educational aide | 2 | | $55,000 | $110,000 | $165,000 |
| 3 | Tutor | 2 | | $110,000 | $110,000 | $220,000 |
| **Program Management and Administration** | | | | | | |
| 4 | Project director | | 1 | $5,000 | $5,000 | $10,000 |
| 5 | Project coordinator | | 1 | $2,500 | $2,500 | $5,000 |
| 6 | Academy Leader | | 1 | $65,000 | $65,000 | $130,000 |
| 7 | Teacher supervisor | | | $ | $ | $ |
| 8 | Secretary/administrative assistant | | | $ | $ | $ |
| 9 | Data entry clerk | | | $ | $ | $ |
| 10 | Grant accountant/bookkeeper | | | $ | $ | $ |
| 11 | Evaluator/evaluation specialist | | | $ | $ | $ |
| **Auxiliary** | | | | | | |
| 12 | Counselor | 1 | | $25,000 | $50,000 | $75,000 |
| 13 | Social worker | 1 | | $65,000 | $65,000 | $130,000 |
| 14 | Community liaison/parent coordinator | 1 | | $50,000 | $50,000 | $100,000 |
| **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 | | | $ | $ | $ |
| 22 | Title | | | $ | $ | $ |
| 23 | Title | | | $ | $ | $ |
| 24 | Subtotal employee costs: | | | $487,500 | $567,500 | $1,055,000 |
| **Substitute, Extra-Duty Pay, Benefits Costs** | | | | | | |
| 25 | 6112 | Substitute pay | | $15,000 | $20,000 | $35,000 |
| 26 | 6119 | Professional staff extra-duty pay | | $25,000 | $50,000 | $75,000 |
| 27 | 6121 | Support staff extra-duty pay | | $5,000 | $10,000 | $15,000 |
| 28 | 6140 | Employee benefits | | $63,900 | $77,700 | $141,600 |
| 29 | 61XX | Tuition remission (IHEs only) | | $0 | $0 | $0 |
| 30 | Subtotal substitute, extra-duty, benefits costs | | | $108,900 | $157,700 | $266,600 |
| 31 | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): | | | $596,400 | $725,200 | $1,321,600 |

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

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

| County-district number or vendor ID: 015-807-002 | Amendment # (for amendments only): |
|---|---|

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

### Professional and Contracted Services Requiring Specific Approval

| | Expense Item Description | Planning Cost | Implementation Cost | Total Budgeted Cost |
|---|---|---|---|---|
| 6269 | Rental or lease of buildings, space in buildings, or land<br>Specify purpose: | $ | $ | $ |
| a. | Subtotal of professional and contracted services (6200) costs requiring specific approval: | $ | $ | $ |

### Professional and Contracted Services

| # | Description of Service and Purpose | Planning Cost | Implementation Cost | Total Budgeted Cost |
|---|---|---|---|---|
| 1 | Edmentum | $10,000 | 10000 | $20,000 |
| 2 | Region 20 | 15000 | 7500 | $22,500 |
| 3 | Capturing Kids Hearts/Flippen Group | 7500 | 2500 | $10,000 |
| 4 | Lead4ward | 7500 | 2500 | $10,000 |
| 5 | | $ | $ | $ |
| 6 | | $ | $ | $ |
| 7 | | $ | $ | $ |
| 8 | | $ | $ | $ |
| 9 | | $ | $ | $ |
| 10 | | $ | $ | $ |
| 11 | | $ | $ | $ |
| 12 | | $ | $ | $ |
| 13 | | $ | $ | $ |
| 14 | | $ | $ | $ |
| b. | Subtotal of professional and contracted services: | $40,000 | $22,500 | $62,500 |
| c. | Remaining 6200—Professional and contracted services that do not require specific approval: | $ | $ | $ |
| | (Sum of lines a, b, and c) Grand total | $40,000 | $22,500 | $62,500 |

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

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| Schedule #9—Supplies and Materials (6300) | | | | |
|---|---|---|---|---|
| County-District Number or Vendor ID: 015-807-002 | | Amendment number (for amendments only): | | |
| **Expense Item Description** | | **Planning Cost** | **Implementation Cost** | **Total Budgeted Cost** |
| 6300 | Total supplies and materials that do not require specific approval: | $50,000 | $7,000 | $57,000 |
| | **Grand total:** | **$50,000** | **$7,000** | **$57,000** |

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

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

| County-District Number or Vendor ID: 015-807-002 | Amendment number (for amendments only): | | |
|---|---|---|---|
| **Expense Item Description** | **Planning Cost** | **Implementation Cost** | **Total Budgeted Cost** |
| 6411 | Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally. | $ | $ | $ |
| 6412 | Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. <br><br> Specify purpose: | $ | $ | $ |
| 6413 | Stipends for non-employees other than those included in 6419 | $ | $ | $ |
| 6419 | Non-employee costs for conferences. Requires pre-authorization in writing. | $ | $ | $ |
| 6411/ 6419 | Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and 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: | $12,500 | $18,750 | $31,250 |
| **Grand total:** | **$12,500** | **$18,750** | **$31,250** |

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

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

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| Schedule #12—Demographics and Participants to Be Served with Grant Funds | |
|---|---|
| County-district number or vendor ID: 015-807-002 | Amendment # (for amendments only): |

**Part 1: Student 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 | 103 | 86% | Snapshot 2016-2017, Grades 6-12 |
| Limited English proficient (LEP) | 14 | 12% | Snapshot 2016-2017, Grades 6-12 |
| Disciplinary placements | 2 | 2% | Annual 2016-2017, Grades 6-12 |
| Attendance rate | NA | 93% | Annual 2016-2017 |
| Annual dropout rate (Gr 9-12) | NA | 0% | 2015-16 ANNUAL DROPOUT LIST |

**Part 2: Students 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 | ☒ 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 17 | 21 | 21 | 19 | 14 | 11 | 119 |

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## Schedule #13—Needs Assessment

| County-district number or vendor ID: 015-807-002 | Amendment # (for amendments only): |
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**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.

Continuous improvement will be central to the success of the Turnaround Plan. To ensure the infrastructure & success of the Turnaround Plan, the Grant Management Team (GMT), in collaboration with the key partnerships, school leadership team, will meet quarterly to continually develop, establish, & improve upon a solid, quality-based management structure to oversee grant activities & to make appropriate modifications consistent with the goals & requirements of the grant. This management approach will allow for input, collaboration, & shared responsibilities among all staff involved in the Turnaround Plan. The purpose of the oversight is to shape the development of the Plan from the beginning of the grant period, with clear benchmarks to monitor progress toward specific objectives & the specified performance indicators.

**Team Members:** the GMT will include: Project Director, Project Coordinator, Principal/Leader, Campus Support Team, Parent/Community Liaison, and School Redesign Partner.

**Frequency/Timeline:** The GMT will develop a bi-annual evaluation process that will detail the progress of activities which can be easily compared to the milestones. Ongoing communication will include: review of Turnaround Plan records, documents, and data; & observation through college site visits & informal interaction with staff, community partners, the SRP, & participants in the Plan. To ensure maintaining a high-quality Turnaround Plan, the GMT will be review feedback from stakeholders, campus teachers, parents, students, community members and School Redesign partner and make appropriate modifications. The data will be used to determine if the promised activities have been carried out as contracted and projected over the grant period.

**Key Activities/Strategies:** GMT will monitor, inform, & guide project implementation & its impact from an objective & standardized perspective towards meeting student performance goals and outcomes. Specifically, the Project Director will apply an accountability system that uses a system of checks & balances to ensure School Redesign success. GMT will be responsible for collecting initial "outcome" indicator data to establish a baseline "profile" for the grant Plan. Mid-annual & annual benchmarks for performance/progress that align with the project milestones & outcomes will be established. The profile & benchmarks will be compared at regularly scheduled meetings to identify performance strengths, weaknesses, & needed modifications. Priority will be given to identified needs affecting student performance, credit acquisition, and strengthening of foundational academic skills. Performance outcomes will be compiled and reviewed bi-annually to ensure that the grant is congruent to its stated goals. GMT will check for appropriate process documentation, appropriate data collection techniques, proper fiscal handling & reporting techniques, & fidelity. Students, staff, parents & community stakeholders will be encouraged to participate in satisfaction surveys that gather information on their level of access, "buy-in," & satisfaction with credit recovery program, classroom structure, school instructional model, & parental opportunities for involvement. Feedback will be discussed at staff impact meetings, with presentations by students participating in the Turnaround Plan, & in district meetings, with presentations from Project Director, to assess the progress & the integrity of the implementation of the Turnaround Model. GMT will develop & forward a list of recommendations for the Plan improvement if warranted, ensure compliance of the grant expectations, and successful implementation of the Turnaround Plan to district leadership. SWPS-SE will comply with all grant monitoring expectations and activities.

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| Schedule #14—Management Plan |
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| County-district number or vendor ID: 015-807-002 | Amendment # (for amendments only): |
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**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. | Project Director | M.A.Ed. required; Knowledge and experience in Federal Programs; minimum 5 years experience in grant management, strong knowledge of State and Federal accountability, knowledge of turnaround process, TAIS process |
| 2. | Project Coordinator | BA/BS required, experience designing/ managing databases, ability to process data, synthesize data for tracking student progress, strong knowledge of general computer programs, knowledge of research-based instructional support, sub-populations |
| 3. | Academy Leader | Master's degree required; Knowledge and experience in Federal Programs; minimum 3 years experience in grant management, strong knowledge of State and Federal accountability, TAIS process |
| 4. | Community liaison/parent coordinator | Bachelor's degree with 3 years practical experience working with social-emotional family needs preferred; 3 years experience in middle/high school environment; 3 years experience with establishing/ maintaining relationships with community stakeholders |
| 5. | Counselor/Social Worker | Counselor:  Certified Counselor; 5 years experience in middle/high school environment; 3 years experience with establishing/ maintaining relationships with at-risk students. Social Worker: Licensed SW; minimum of 3 years practical experience working with social-emotional family needs; 3 years experience establishing/ maintaining relationships with at-risk youth |

**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. | Complete Planning Activities | 1. | Recruit/Hire all Grant positions/SPR | 08/28/2017 | 10/15/2017 |
| | | 2. | Public Information Sessions | 10/01/2017 | 12/31/2017 |
| | | 3. | New Employee Orientation/Training | Date of Hire | 12/31/2017 |
| | | 4. | Preparation/Logistics for Knight Academy | 08/28/2017 | 12/31/2017 |
| | | 5. | Student selection/enrollment in Knight Academy | 08/28/2017 | 11/30/2017 |
| 2. | Implementation Activities: Academy Leader/Staff | 1. | Student progress Monitoring | 01/01/2018 | 06/01/2019 |
| | | 2. | Assessments | 01/01/2018 | 06/01/2019 |
| | | 3. | Teacher observations/monitoring | 01/01/2018 | 06/01/2019 |
| | | 4. | Provide operational flexibility | 01/01/2018 | 06/01/2019 |
| | | 5. | Program evaluation | 01/01/2018 | 06/01/2019 |
| 3. | Implementation Activities: Counselor | 1. | Review PGP's | 11/01/2017 | 06/01/2019 |
| | | 2. | Student Schedules | 12/15/2017 | 06/01/2019 |
| | | 3. | Progress Monitoring | 01/01/2018 | 06/01/2019 |
| | | 4. | Parent Meetings | 10/31/2017 | 06/01/2019 |
| | | 5. | Graduation Planning | 01/01/2018 | 06/01/2019 |
| 4. | Implementation Activities: Social Worker | 1. | Align community resources | 11/01/2017 | 06/01/2019 |
| | | 2. | Social-emotional needs assessment | 11/15/2017 | 04/30/2019 |
| | | 3. | Facilitate parent support activities | 10/31/2017 | 06/01/2019 |
| | | 4. | Connect students/families to community services | 10/31/2017 | 06/01/2019 |
| | | 5. | Address student's social-emotional needs | 10/31/2017 | 06/01/2019 |
| 5. | Implementation Activities: Community/Parent Liaison | 1. | Host educational events | 01/01/2018 | 06/01/2019 |
| | | 2. | Marketing the Knight Academy | 11/01/2017 | 06/01/2019 |
| | | 3. | Parent/community meetings | 10/31/2017 | 06/01/2019 |
| | | 4. | Organize community service projects | 01/01/2018 | 06/01/2019 |
| | | 5. | Facilitate/report on parent/community survey | 01/01/2018 | 06/01/2019 |

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| 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.) | |
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| County-district number or vendor ID: 015-807-002 | Amendment # (for amendments only): |

**Part 3: 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.

SWPS-SE has a rigorous oversight process by cross training staff to review student issues. Impact meetings will continue to gather/review/evaluate data to ensure staff are meeting the students' needs. To maximize effectiveness of grant funds, staff awareness will be increased in all Critical Success Factors affecting graduation by reviewing data/identify root causes/trends/formulate plan to address identified needs of students. Campus leadership will review enrollment data monthly to identify additional academic/social needs/ concerns to ensure student success/attainment of goals/objectives. The Leadership Team (LT) will provide support/program monitoring/evaluation/responses to grant participants and report all findings to Campus/District Leadership as well as monitor staff/provide training/support targeted staff by developing a success plan to increase commitment. Data Tracking Tool will be used to monitor progress on grant goals/objectives; staff have full access on-site, limited access off-site. To promote commitment, staff will be provided opportunities for promotion/professional growth. After all efforts are exhausted, if there is no change of commitment of targeted staff including failure to meet campus goals, the LT will recommend replacement of the employee. To ensure SRP remains committed to grant success a rigorous/transparent evaluation process will be developed documenting student participation/academic success/high quality service. A survey will be created/results communicated to stakeholders/community/parents/students/ campus/district staff to gauge if targeted student academic/social/emotional needs have been met/provide celebrations of successes/program revision strategies. SWPS-SE will continue the Knight Academy by increasing ADA; generating revenue through a non-profit entity, Southwest Preparatory School Education Foundation; advertise/create partnerships to enhance the Academy. The capacity gained through transition to the Knight Academy will create lasting change to our campus and student culture/climate.

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| Schedule #15—Project Evaluation | | |
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| County-district number or vendor ID: 015-807-002 | Amendment # (for amendments only): |
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**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. | Examine individual student credit recovery by reviewing course progress quarterly | 1. | Complete 50% of each enrolled course per quarter |
| | | 2. | Course completions earned for credit recovery courses |
| | | 3. | Meeting goals timelines/objetives |
| 2. | Review course progress in non-credit recovery courses assigned | 1. | Review Progress Reports – passing all courses |
| | | 2. | Review attendance – must have 90% in each class |
| | | 3. | No missing assignments |
| 3. | Measure foundation skill growth in math and reading through periodic assessments | 1. | Increase in scores from BOY to MOY assessment |
| | | 2. | Increase in scores from MOY to EOY assessment |
| | | 3. | |
| 4. | Review performance on End-of-Course assessment re-takes | 1. | Passing Release assessment 3 weeks in advance of EOC Admin |
| | | 2. | Review attendance – must have 90% in assigned remediation |
| | | 3. | Review EOC results after each Admin |
| 5. | | 1. | |
| | | 2. | |
| | | 3. | |

**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.

Campus data is collected on a daily and weekly basis from the Student Information System used by Southwest Preparatory School. This data includes attendance, withdrawals, course completions, course schedules, mobility, graduation, demographics, discipline, and enrollment; assessment results are downloaded weekly from ETS. The data is transferred into the various locally developed student tracking tools and will be used for the Data Tracking Tool available via the Remote Desktop and all staff have access to these tools at any time on-site and limited access off-site.

Staff are introduced to these data resources during start of school In-service; additional training occurs during PLC meetings and weekly Unit/Impact meetings with the Principal with support from the Project Manager, and Project Coordinator; usage is monitored throughout the year by the Accountability Dept. The Impact meetings will focus on prioritized needs using the locally developed tools and the Data Tracking Tool. The Data Tracking Tool, using rigorous, transparent, and equitable data, will be updated so all staff can monitor the campus progress on alignment with grant goals and objectives. This tool will provide staff the ability for self-evaluation to monitor individual progress to foster ownership of campus project goals and objectives. All data will be reviewed by the Leadership Team and campus to determine program success. District Support Team, including the Dropout Prevention Specialist, District Testing Coordinator, and Special Programs Compliance Officer, will review data for targeted students to ensure all academic and social-emotional supports are successfully implemented and students were productive. SWPS-SE staff utilize data to drive instruction, make informed decisions, and build necessary bridges for student support.

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| Schedule #16—Responses to Statutory Requirements | |
|---|---|
| County-district number or vendor ID: 015-807-002 | Amendment # (for amendments only): |

**Statutory Requirement 1a:** Depending on if the campus is identified as a priority or a focus school, describe how the applicant will develop a school improvement plan (for priority schools) 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.

SWPS-SE Campus Improvement Plan (CIP) is a living document and is reviewed annually. Goals are reviewed and adjusted based on the results of the Campus Needs Assessment (CNA) results. The CNA is an annual review of 8 components addressing overall school operations. The priorities are utilized to guide the discussion for the CIP. Results of the CNA are prioritized within the CIP. The CIP is comprised of specific goals and objectives which are to be attained through activities and strategies, identified persons responsible for the activity/strategy, a timeline for implementation as well as evidence of impact.

In addition, SWPS-SE has been utilizing the Targeted Improvement Plan developed by the Texas Education Agency for the at least the past two years. An annual review at the conclusion of each school year is the beginning point for the following years plan based to student performance on the STAAR assessment. A committee is comprised of teachers, campus administrators, and district staff for a comprehensive evaluation and discussion of the data. After the data analysis summary has been completed, general questions regarding campus status are answered. Campus state accountability results are examined in detail by the performance results on each Index and disaggregated by demographic groups and tested subjects for strengths and weaknesses. In order to identify the pivotal factors that contribute to the overall success of the campus, the critical success factors are reviewed and data sources are identified. The results of this process lead to the development of problem statements which are tied to the appropriate indices and demographic groups and tested subject. The problem statements lead to the needs assessment summary and improvement plan by identifying the root causes. Annual goals are developed to address each root cause. Strategies are developed to address each annual goal and the major systems affected by this goal are identified. Quarterly milestones are put in place with interventions to enable the campus to meet each annual goal. Data is collected periodically and reported quarterly to monitor progress toward goal achievement.

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

| County-district number or vendor ID: 015-807-002 | Amendment # (for amendments only): |
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**Statutory Requirement 1b:** Describe how the applicant will monitor schools receiving Title I funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Southwest Preparatory shall maintain a proper financial management system in order to receive both direct and state administered grants and to expend funds associated with a grant award. Fiscal controls and procedures shall be in place to ensure that all financial management system requirements are met.

SWP shall identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Accurate, current, and complete disclosure of the financial results of each federal award or programs shall be made in accordance with the financial reporting requirements set forth in the Education Department General Administrative Regulations (EDGAR), specifically 2 CFR §§200.327 Financial Reporting and 200.328 Monitoring and Reporting Program Performance.

SWP shall maintain records which adequately identify the source and application of funds provided for federally-assisted activities. Actual expenditures or outlays shall be compared with budgeted amounts for each federal award. SWP shall maintain written procedures for determining the allowability of costs in accordance with EDGAR, and the terms and conditions of the Federal award. Effective control and accountability shall be maintained for all funds, real and personal property, and other assets. SWP shall adequately safeguard all such property/assets and shall assure that they are used solely for authorized purposes.

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

The current rigorous district review process will be expanded to select the additional high-quality and best-fit external providers for our diverse population of students for the proposed Turnaround Plan. Announcements will be posted on the SWPS website and various media sources; SWPS will hold an informational session for interested applicants, and will determine their suitability based on past experience and successes. All potential partners must have a high level of experience and reputation working with a diverse population by providing interventions and remediation as necessary, a shared vision and common expectations for students and parents, a focus on rigorous instruction and accelerated coursework, student support systems including tutoring, counseling and mentoring, collaborative teaching and professional development, and reduced barriers to college access for first generation college-goers. A panel will select from 2 applicants from the pool of potential external providers that have a proven record of success in academic support of at-risk high school students in need of credit recovery. A synopsis of the review results will be presented to the SALT for the final selection. It is imperative that the selected provider have the ability to work with our diverse at-risk high-school population. The SALT will conduct a risk-assessment related to contracting and execute the final selection and procurement process and communicate the final outcome to all stakeholders.

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

Since the ability to operate schools, plan lessons, deliver instruction, and provide 21st-century learning opportunities to students requires resources which are often limited, the challenge for educators, at charter schools, is to make every dollar count.

The Grant Director will gather staff from across the district that are touched by federal, state, and local funds, including academic, programmatic, and fiscal staff to ensure that the school develops a cohesive budget that supports the intent of the grant. Discussion will occur with regards to whether the school can build off of existing district initiatives to further the goals and objectives of the grant and avoid duplication and when possible consolidate and streamline. In addition, the campus improvement plan will identify the sources of funding to support the various instructional programs. The district will optimize its resources in this way to ensure that funds are supplemented and not suplanted.

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

SWPS-SE will be modifying the master schedule to include class assignments for the additional Master Teachers to be hired as a means to individualize instruction for the students in the Knight Academy. The Master Schedule will include time for the Leadership Team to collaborate regarding the individual student needs to develop an individualized, blended-learning approach that best suits the needs of each student. In other words, students who may need to regain 1 or 2 credits, may be assigned to 1 or 2 periods in the Knight Academy whereas other students might be assigned more time to regain their lost credits. The Academy Leader, Counselor, and Social Worker will be additional supports for students to ensure academic goals are specific, measurable, attainable, results-based, and timely. The leadership team will have the operational flexibility to extend the school day for additional opportunities for the students to regain lost credit, accelerate and remediate in advance of high-stake assessments. If grant funds are awarded, the Social Worker along with the leadership team will develop and present to the Board, policies and practices which will enable the development of stronger partnerships between family and the school.

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**Statutory Requirement 2:** Describe how the school redesign 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.

The Knight Academy will service students who need to recover credits as well as close the gaps in academic foundation skills which will facilitate improved performance on the state assessment required for graduation. Initially, all Knight Academy student's foundation skills will be evaluated through an adaptive assessment process using the Accucess 3 times a year. The Accucess Model is based on: Diagnosis, Instruction, Practice, and Testing of concepts and learning. The adaptive diagnostic provides a standard score indicating where a student is in the K–12 developmental growth scale. The assessment identifies students who are above and below grade level. After taking the diagnostic test during a specific testing window, a student is classified as being below grade/on grade/or above grade. The student's score can be interpreted as a progress–across-grade indicator and can also be interpreted according to national norms to determine a child's percentile rank within grade. For credit recovery, SWPS-SE will be utilizing a blended learning model: "blended approaches have been more effective than instruction offered entirely in face-to-face mode." With the additional Master Instructors and Plato Courseware, which meets the diverse needs of students and teachers in an online platform that adapts to those needs at every level of blended learning, all facets of learning styles will be provided. SWPS and Edmentum recognize that courses do not function in isolation. Teachers play a pivotal role in facilitating student motivation and learning. Overall, the goal of the Knight Academy is for fewer students to rely on the credit recovery program, and the best way to accomplish that is to make sure underclassmen have options when they start to fall behind early in their high school careers. Plato Courseware will bolster our remediation efforts as experienced in Abilene ISD: in 2012–2013, Abilene ISD started using Plato Courseware for students who had previously failed end-of-course (EOC) exams in all subject areas. Each student was enrolled in a semester course that relied heavily on work with Plato Courseware. When it came time to retest, all subject areas had improved EOC pass rates. Chemistry led the way with 100 percent of remediation students passing the EOC on their retakes. To address school climate as well as the social-emotional needs of the students, Capturing Kids Hearts 1 (CKH1) by the Flippen Group will be implemented through the campus. CKH1 research-based processes improve the five key indicators of school performance: fewer discipline referrals, improved attendance, higher student achievement, lower dropout rates, and higher teacher satisfaction, which align with 4 of the 6 Critical Success Factors. The widespread impact of CKH1 processes are: strengthened student connectedness to others enhancing healthy bonds with teachers; consistent rules of conduct with reduced disciplinary escalations and referrals; dramatic reduction in truancy and dropouts; reduction of negative behaviors such as isolation, violence, early sexuality, and substance use; significant improvement in student academic performance; district-wide improvements in test scores; higher rate of job satisfaction among teachers; and increased teacher retention and improvement in teacher recruiting. The Counselors provide support for parents and guardians which is just as important as the support that they give to students. They ensure that everyone is on the same page when it comes to issues regarding the students, whether it involves disciplinary decisions, academics, or social provocations. School counselors provide additional support to teachers by completing a team that can effectively address the educational goals and needs of students, leading to an increase in student achievements. A counselor will prepare students for academic/career/social challenges by relating educational agendas to their success in the future. They work to make students motivated learners and facilitate their exploration of careers. Counselors also encourage students to talk to their parents/guardians about the things that they are worried about. When students do not feel comfortable talking about emotional or social problems at home, school counselors may refer them to the Social Worker if necessary. Hiring an on-site Social Worker will service at-risk students and address problems such as child abuse, teenage pregnancy, school violence, drugs, alcohol and homelessness. According to the National Mental Health Association, fewer than one in five of the 17.5 million children in need of mental health services actually receives them. School social workers, in their intervention with the child and his or her family and working together with school personnel and community resources, can contribute to the amelioration of mental health problems of children and youth in the schools. As a result of mainstreaming and classroom inclusion, an increasing number of children with disabilities are enrolled in regular classrooms. The social worker will also facilitate effective collaboration between families and school personnel to help students with disabilities, who may be at risk, to achieve behavioral and academic success. In the interaction with school personnel and community resources, the Social Worker will provide a comprehensive approach in meeting the needs of students with disabilities through early screening, detection, intervention and prevention.

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| Schedule #17—Responses to TEA Program Requirements | |
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| County-district number or vendor ID: 015-807-002 | Amendment # (for amendments only): |

**TEA Program Requirement 1:** Clearly communicate the district's vision for improving low-performing schools, including the strategy for increasing the number and percent of students in higher-rated schools. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The mission of Southwest Preparatory School is to provide an adaptive and effective learning environment that will prepare students to succeed in the workplace or college. The overall vision for each student is to develop into a graduate who is self-motivated, employable, self-reliant, and optimistic about the ability to learn and possess citizenship and decision making skills as a result of incorporating the principles learned in character education. With high student mobility as well as a high teacher and administrator turnover in the past few years at SWPS-SE, it has been difficult to maintain a consistent character education plan to implement with the students. Capturing Kids Hearts 1 will be introduced during the pre-school in-service with the expectation of a campus wide implementation beginning day 1 of the school year to address the character education needs. To address the academic needs, if a campus is low-performing on state assessments, the expectation is to provide support for the students built into the master schedule, as well as the investment by the instructors to help these struggling students before and after school. SWPS believes that in order to provide the best academic supports for struggling students, teachers and support staff need access to data collected from not only state assessments, but attendance, discipline, credit acquisition, grades, and progress in assigned courses. The district has developed various means for staff to have access to multiple data points for every student so that an individualized remediation plan can be developed. In addition, periodic benchmarks are given to measure student performance and growth with the goal of meeting accountability standards. SWPS also believes in the powerful impact a teacher has on every student and strives to employ staff who believe: teachers are leaders with high expectations for all students, teachers have a love for learning that is communicated to their students, and teachers have the utmost integrity. SWPS believes in a strong alliance between family, school and community; with the addition of a Social Worker, this alliance will be augmented with their specialized skills. SWPS serves a high at-risk population, many with severe personal and academic needs which in turn impacts the issues that need to be addressed at the campus level. As a result, SWPS has made fundamental changes in our approaches to building school culture, training and supporting staff, and driving improved student performance. With the grant funds, SWPS will be able to provide the critical additional wraparound services and resources, including a guidance counselor, extensive case management by a licensed Social Worker, mental-health services, social and emotional programming, and academic remediation. With grant funds, a four-pronged model for addressing social, emotional, and academic needs will be adopted: (1) employ a campus Leadership Team who understands the value of an on-site Social Worker; (2) developing systems around a student intervention team to identify and deal with disruptive students, an instructional support team to look at teachers' knowledge and classroom skills, and a core team to examine organizational thinking and identify problems that may be driven by the school's procedures; (3) providing access to resources to meet academic and social-emotional needs; and (4) facilitating knowledge and skill building, with intensive training in adolescent norms for teachers, social workers, support staff, and school leaders.

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| Schedule #17—Responses to TEA Program Requirements (cont.) | |
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**TEA Program Requirement 2:** Describe how the applicant will develop and/or implement a supported school redesign that responds directly to the unique needs of the specific campus. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SWPS-SE serves students in grades PK-12 & is identified as an at-risk campus with 90% of students designated as economically disadvantaged as well as 81% at a high risk of dropping out. Typically, this campus has a high mobility rate for students in grades 9-12. Incoming students are usually 2-4 years behind their peers in foundation instructional skills & credit acquisition. It is difficult to retain these students since they often face many barriers. The Counselor will support these students with academic goal setting for high school & beyond, learning/studying strategies, as well as prioritizing their needs in & out of school. The Social Worker will be instrumental in assisting students to overcome specific barriers they face such as an inability to set realistic goals, poor self-esteem, transportation, child-care issues, supporting their own family, mental health issues, chronic illnesses, homelessness &/or under the care of CPS. Research indicates that practices of successful turnaround schools provide foundational pillars which exist through schoolwide structures, supports, & opportunities, not only for students, but for teachers, families, & community. SWPS-SE & the SRP will hold a series of public information sessions to educate stakeholders about the specific points of the Turnaround Plan, seek their feedback, with the ultimate goal of creating a vision. With grant funds, hiring the Community liaison/parent coordinator will generate enthusiasm within the community, & the creation of an advisory committee to shape relevant district & school decisions. In order to create a new & improved learning environment that will increase school & student performance, SWPS-SE will implement five foundational pillars of Achievement Strands. The goal of the Achievement Strand is for students to produce a Capstone Portfolio at the end of each year which will highlight how their daily experiences contributed to their growth & learning. As SWPS-SE is an open-enrollment charter school & often enrolls students who have not been successful in the traditional school setting, who are behind their grade-level peers in credit acquisition/foundational academic skills, a credit recovery program will enable these students to graduate with their cohort. A credit recovery program will also allow struggling students to direct their own learning in proficiency-based classes. With grant funding, SWPS-SE will add dedicated staff to implement the credit recovery program, the Knight Academy, as a school within a school, in a whole-school implementation. SWPS-SE will use a blended-learning approach for credit recovery which will mix face-to-face instruction & online learning. The additional educational staff will work with the small learning communities of the Academy by focusing on the areas where these students are deficient as well as team teaching in the core classes to provide support to ensure students stay on target for graduation. Through the Achievement Strands, students will be actively engaged in goal setting/planning out their Capstone Portfolio milestones/making a commitment to their educational success with oversight from a mentor to ensure milestones are met & the level of work produced meets the criteria for excellence set by the Knight Academy. Our proposed SRP will have a clear student assessment strategy with academic levels checked at the BOY, MOY & EOY to monitor growth & provide results to staff for analysis in PLC's/to revise planning/guide instruction/implement interventions. The SRP will train staff on data analysis to target sub-populations for specific assistance as well as how to provide interventions tailored to meet the individual student needs. With an integrated staffing model, recruitment/selection is followed by orientation of the SWPS institutional culture, climate, & environment. Staff are observed, formally/informally, & staff development is assigned as needed/desired. Mid- & annual performance appraisals determine staff retention opportunities. Currently, SWPS partners with YES.org to recruit/hire/retain highly-effective/experienced educators from across the nation. SWPS provides many opportunities for professional development on-/off-site with professional learning communities, in-service training, teacher mentoring, & various resources for online/face-to-face training. With high-quality staff, SWPS-SE will undergo a paradigm shift by utilizing Capturing Kids Hearts 1 which employs the EXCEL model (Engage, Explore, Communicate, Empower, & Launch ) to address student behavior impeding academic success & is closely aligned to the Achievement Strands pillars. A positive classroom environment will be created,help to build cohesive team dynamics for teachers & students resulting in increased productivity/retention. This will help good teachers become better by equipping them with tools to build meaningful relationships with students, provide a safe environment learn in, & develop a dialogue for team-building. This will pave the way for students to use the skills they learned. In order for the Knight Academy to become a school within a school, dedicated space will be allocated for this purpose as well as dedicated teaching staff all other resources necessary to fulfill the grant activities. The dedicated space will include computers & interactive whiteboards & projection monitors for students & staff to enable the blended learning atmosphere as well as curriculum/software to support learners in closing the gap & credit acquisition.

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| Schedule #17—Responses to TEA Program Requirements (cont.) | |
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| County-district number or vendor ID: 015-807-002 | Amendment # (for amendments only): |

**TEA Program Requirement 3a:** Select the designated school redesign model to be implemented. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Restart

☒ Turnaround

☐ Closure/Consolidation

**TEA Program Requirement 3b:** Describe the rationale for selecting the school redesign model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After reviewing the various school redesign models, turnaround and closure are the only options available as SWPS-SE is a charter school. Closing this campus would be detrimental to the community it serves. SWPS-SE has been an integral part of the community since 2001, and often is a last resort for students who were not experiencing success in the traditional public school system. Creating a partnership with the SRP under the guidelines of the Turnaround Plan will allow SWPS-SE to enhance the current credit recovery efforts with the creation of the Knight Academy. Research on the basics of turnaround schools shows that strong foundational pillars are instrumental in a successful turnaround process. These exist through schoolwide structures, supports, and opportunities, not only for students, but for teachers, families, and the community. They create an "atmosphere of camaraderie, discipline, and hopeful expectation." These characteristics map closely to studies of schools that are successfully closing the achievement gap (James et al., 2001; MacBeath, Boyd, Rand, & Bell, 1995)." Southwest Preparatory School, Southeast Campus (SWPS-SE) will adopt turnaround strategies that align with our chosen pillars of success to incorporate a vision and mission based on building and maintaining caring relationships, high expectations, and opportunities for participation. At SWPS-SE, attending to the students' need for food, safety, belonging, respect, power, challenge, and meaning is of paramount importance as real learning cannot take place without this holistic focus. Early intervention services in the form of counseling, social services, support groups, and student assistance programs provide learning supports that are often critical to helping students stay in school and achieve academically. SE-SWPS will initiate a Mentoring Program to take place before and after school with the help of community members as well as the teachers serving as mentors for small groups of their students, including cross-age peer-helping/tutoring in which older students help younger ones. Research has documented that the peer tutor receives the most academic, social, and emotional benefits (Bearman, Bruckner, Brown, Theobald, & Philliber, 1999). Family-school-community partnerships are valued and recognized as essential in closing the achievement gap. Turnaround schools can't bring about the change alone and welcome the contribution of families, community-based organizations, and community volunteers. They also recognize that families and community members—especially in resource-challenged communities—need supports and opportunities themselves in order to be contributing partners. Therefore, turnaround schools work together with community-based organizations to provide programs such as family math, writing, and mediation programs, as well as family resource centers, full-service schools, early childhood programs, school-community projects, and even community schools that serve students, their families, and their communities (Dryfoos, 1998; Schor, 1997). Just as supporting teachers is critical to student achievement, so is supporting families and community members who, in turn, serve youth. Career exploration, and for older students, high school transition programs, are a high priority for keeping learning meaningful and connected to students' lives. Having a sense of purpose, goals, and a future is a primary characteristic of resilient survivors and learners (Benard, 1991, 1996), and is both a motivator and an outcome of academic success. Many of the programs and schools identified as closing the achievement gap have a school-to-career focus. Students often enter SWPS-SE several years behind their grade level peers in functional skills, thus small learning communities are an absolute must for lowering the achievement gap. Study after study has borne out the positive academic and other developmental outcomes of this strategy (Finn, Gerber, Achilles, & Boyd-Zaharias, 2001; Wasley et al., 2000). Smaller classes and smaller schools are two of the most powerful structural facilitators of relationships between teachers and students, teachers and parents, and students and students. With the grant funds, the additional core teachers will serve time in these proactive vs. reactive classrooms as team teachers providing the additional support for students to close the academic gaps.

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| Schedule #17—Responses to TEA Program Requirements (cont.) | |
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| County-district number or vendor ID: 015-807-002 | Amendment # (for amendments only): |

**TEA Program Requirement 4a:** Select the designated school redesign implementation plan. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Phase-in Redesign

☒ Whole-School Redesign

**TEA Program Requirement 4b:** Describe the rational for choosing the selected implementation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A phase-in implementation would require multiple goals, objectives, policies and processes within a single PK-12 campus which would create confusion for students, staff, families, and the community. In order to achieve the full impact of the turnaround Plan, SWPS-SE will implement the Whole School Redesign – this approach will allow for continuity and consistency within the entire school community. The ability to operate schools, plan lessons, deliver instruction, and provide 21st-century learning opportunities to students requires resources which are often limited, Whole School Redesign will also allow SWPS-SE to align all of our resources, including human capital, financial and curriculum and make every dollar count. A whole school redesign will create a sense of urgency amongst all stakeholders, thus maximizing the impact of the turnaround process. This will be a cross-disciplinary effort involving home, school and community in the development and nurturing of life long leaners. SWPS-SE will transform the necessary elements of the school environment so as to bring each element into alignment with the central guiding vision of the Turnaround Plan. With the creation of the Knight Academy, as soon as student begins to lose traction towards graduation, they can be placed in the credit recovery program. SWPS-SE will move from a reactive approach as a result of poor academic performance to a proactive approach with the utilization of the master teachers who will be serving part of their hours teaching students in the lower grade levels, to ensure students' educational foundation is solid and they will be properly prepared for grade level advancement.

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| Schedule #17—Responses to TEA Program Requirements (cont.) | |
|---|---|
| County-district number or vendor ID: 015-807-002 | Amendment # (for amendments only): |

**TEA Program Requirement 5a:** Select the designated school redesign operational flexibility plan. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Alternative Management

☐ Campus Charter

☐ District of Innovation

☒ Applicant Assurance

**TEA Program Requirement 5b:** Describe the rationale for selecting the redesign operational flexibility plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SWPS will provide assurances that the necessary operational flexibility (such as staffing, calendars/time, and budgeting) will be provided to campus leadership and the school redesign partner to fully develop and implement a Turnaround Plan.

The Campus budget is determined by a committee which strategically reviews funding from all sources (Federal, State, and Local) to ensure the Campus will receive all of the State and local funds it would have received in the absence of funds received under this grant. SWPS-SE and the SRP will have the operational flexibility to utilize these additional grant funds to align and complement existing school improvement strategies, goals and interventions, in order to effectively deliver a cohesive Turnaround Plan. The budget committee in conjunction with Campus Leadership and the SRP will review staffing needs to fully implement the initiatives in the Turnaround Plan. An appropriate number of FTE's will be determined to implement the Turnaround Plan which will begin the realignment process of the Master Schedule. When realigning the Master Schedule, the campus will have the operational flexibility to extend the school day/year to allow for interventions for students before and after school. The Campus and the SRP will periodically evaluate the effectiveness of the Master Schedule and adjust as needed based on a review of student's strengths and weaknesses.

To fulfill grant guidelines, SWPS-SE will: (1) implement one or more evidence-based strategies; (2) provide access for onsite visits by TEA and its contractors; (3) participate in a formative assessment of SWPS-SE capacity and commitment to carry out the turnaround Plan during implementation; (4) participate in and make use of technical assistance and coaching support provided by TEA Division of System Support and Innovation and/or its subcontractors; and (5) attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings, and sharing of best practices through the TEA program office.

SWPS-SE will identify and contract with a redesign partner on or before September 15, 2017.

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| Schedule #17—Responses to TEA Program Requirements (cont.) | |
|---|---|
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**TEA Program Requirement 6a:** Select whether grant funds will be used for planning and implementation or implementation only of a supported school redesign. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ Planning and Implementation

☐ Implementation Only

**TEA Program Requirement 6b:** Describe the rationale for selecting either planning and implementation or implementation only. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A critical part of the success of the Knight Academy will be adequate planning, training, and recruitment which requires a period of time prior to the inception of the new academy. This was the rationale to choose a planning and implementation process versus implementation only.

SWPS-SE will take action as if grant funds will be awarded and begin pre-implementation activities as follows:

1. Post all grant position for hire by Aug. 31, 2017
2. Contract the SRP on or before Sept. 15, 2017
3. Conduct parent/community survey by Sept. 30, 2017
4. Hire principal by Oct. 1, 2017
5. Provide all new employee training beginning with date of hire
6. Review current needs assessment/campus improvement plan by Oct. 15, 2017
7. Hire additional grant staff by Oct. 15, 2017
8. Complete BOY assessment by Sept. 29, 2017
9. First public informational session by Oct. 31, 2017 to introduce Knight Academy, grant activities, SRP, and Academy staff.
10. Complete social-emotional needs assessment by Nov. 15, 2017
11. Second public informational session by Nov. 30, 2017
12. Determine eligibility for enrollment in Knight Academy by Dec. 1, 2017
13. Knight Academy Orientation by Counselor, Social Worker, Parent-Community Liaison and Academy Leader before Dec. 15, 2017
14. Re-organize master schedule by Dec. 15, 2017
15. Third public informational session by Dec. 31, 2017

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| Schedule #17—Responses to TEA Program Requirements (cont.) | |
|---|---|
| County-district number or vendor ID: 015-807-002 | Amendment # (for amendments only): |

**TEA Program Requirement 7:** If the applicant has contracted or intends to contract with a school redesign partner to support the development and/or implementation of the school redesign, describe the qualifications of the contracted school redesign partner; or, describe the desired qualifications of a school redesign partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SWPS-SE, with the Turnaround Model, aims to transform into a highly rated campus by selecting an SRP committed to improving low-performing schools and creating enhanced options for at-risk students.  The SRP in collaboration with the staff at SWPS-SE will develop and implement a bold and comprehensive school redesign with the creation of the Knight Academy.  The district Leadership Team will review all of the selections for an SRP provided by the grant team.  The ideal SRP will have demonstrated successes in similar environments including a proven track record of increased student performance for accountability; provide comprehensive support services; will support the SWPS-SE vision when developing and implementing the selected grant activities for this Turnaround Plan; assist with the expansion of the  district's capacity; provide turnaround expertise in all areas; increase ownership of school performance outcomes; assist with planning performance and process benchmarks and goals; and have the specific experience and competency which will align with the academic, social-emotional needs of the students to be served. Recruitment of the SRP will begin no later than Aug. 31, 2017, with an anticipated signed MOU/contract by Sept. 15, 2017.

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| Schedule #17—Responses to TEA Program Requirements (cont.) | |
|---|---|
| County-district number or vendor ID: 015-807-002 | Amendment # (for amendments only): |

**TEA Program Requirement 8:** Describe how the applicant will recruit and select high-capacity leadership teams with a track record of increasing student achievement in low-performing schools and/or similar learning environments to develop and implement the school redesign. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to recruit the most qualified candidates for all grant positions, SWPS will attend various job fairs, including virtual job fairs, in San Antonio and around the state of Texas. Recruiting is also done at a national level through YES.org. SWPS will provide a competitive compensation package in order to attract highly effective staff into our smaller, family-like environment.

SWPS-SE expects all of the staff to create an atmosphere and an environment that starts with relationsip building, and an attitude for learning; establish a reason to learn; have the ability to train students how to learn; can inspire their students to achieve; are able to establish accountability for learning; continually check academic and social-emotional gains; and celebrate learning.

SWPS-SE will recruit only Master level teachers who meet their students where they are; who know where their students are going; who expect to get their students to their goal; who support their students along the way; who use feedback to help them and their students master objectives; who focus on quality rather than quantity; and work equally as hard as they expect their students to work. All teachers must be certified in the content in which they will be teaching.

When hiring staff, preference will be given to applicants with experience working in Title 1 schools with at-risk youth. Applicants will be required to provide a portfolio demonstrating a track record of success (increasing student achievement; success working with at-risk youth; academic gains; ability to provide differentiated instruction.) Teachers must be successful with all teaching styles, teaching students who are significantly below grade level, and have experience in credit recovery programs. All staff must be degreed and experienced in their field.

At SWPS, a high level of commitment is essential to the success of attaining our mission and vision and is expected from all employees. Relationship building is key and will be the primary focus of all Knight Academy staff; they will begin this foundation by applying the elements of the CKH1 program beginning on the first day of instruction.

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| | **Schedule #18—Equitable Access and Participation** | | | |
|---|---|---|---|---|
| County-District Number or Vendor ID: 015-807-002 | | Amendment number (for amendments only): | | |

**No Barriers**

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

**Barrier: Gender-Specific Bias**

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

**Barrier: Cultural, Linguistic, or Economic Diversity**

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

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

| County-District Number or Vendor ID: 015-807-002 | Amendment number (for amendments only): |
|---|---|

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

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

**Barrier: Gang-Related Activities**

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

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

| County-District Number or Vendor ID: 015-807-002 | Amendment number (for amendments only): |
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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 | ☐ | ☐ | ☐ |
| 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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## Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015-807-002 | Amendment number (for amendments only):

### Barrier: Visual Impairments

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

### Barrier: Hearing Impairments

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

### Barrier: Learning Disabilities

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

### Barrier: Other Physical Disabilities or Constraints

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

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

| County-District Number or Vendor ID: 015-807-002 | Amendment number (for amendments only): |
|---|---|

**Barrier: Inaccessible Physical Structures**

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

**Barrier: Absenteeism/Truancy**

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

**Barrier: High Mobility Rates**

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

**Barrier: Lack of Support from Parents**

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

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|---|---|

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

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

**Barrier: Shortage of Qualified Personnel**

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

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

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

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|---|---|

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

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

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

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

**Barrier: Other Barriers**

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

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