2017–2019 School Redesign Grant, Pilot Cycle

			FOR TEA USE ONLY
Program authority:	Every Student Succeeds Act (ESSA), Public Law (P.L.) 114-95, Title I, Part A, Sec 1003, School Improvement		Write NOGA ID here:
Grant Period:	August 28, 2017, to July 31, 2019		
Application deadline:	5:00 p.m. Central Time, July 13, 2017		
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		Place date stamp here RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION 2017 JUL 12 PM 1:18
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 #
San Antonio ISD	015907	Page Middle School/053	

Vendor ID #	ESC Region #		DUNS #
74-6002167	20		069451631

Mailing address		City	State	ZIP Code
141 Lavaca Street		San Antonio	TX	78210-1039

Primary Contact

First name	M.I.	Last name	Title
Mohammed		Choudhury	Chief Innovation Officer
Telephone #	Email address		FAX #
323-240-8072	mchoudhury1@saisd.net		

Secondary Contact

First name	M.I.	Last name	Title
John		Strelchun	District Grants Director
Telephone #	Email address		FAX #
210-554-2535	jstrelchun@saisd.net		

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
Mohammed
Telephone #
323-240-8072
Signature (blue ink preferred)

M.I. Last name
Choudhury
Email address
Mchoudhury1@saisd.net

Title
Chief Innovation Officer
FAX #

Date signed
06/27/17

Only the legally responsible party may sign this application

701-17-101-014

Schedule #1—General Information

County-district number or vendor ID: 015907	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: 015907	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: 015907	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. 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: 015907	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.

The San Antonio ISD's (SAISD) Page Middle School is applying for the 2017-2019 School Redesign Pilot Program grant to seek funding which will address identified needs in its transition to becoming the Advanced Learning Academy at Page (ALA 2.0). This program will be an extension of the already successful ALA at Fox Tech (ALA 1.0). Key characteristics distinguishing it from the district's current programs at the campus include multi-age experiences; customized, interdisciplinary project-based curricula driven by the Understanding by Design (UbD) framework; extensive academic electives that include a creative and design-based focus; intentional professional learning communities within the school; integration of 21st century learning tools through one-to-one devices for each student; career exploration internships; ongoing service learning opportunities; and continuous educator development in collaboration with Trinity University.

ALA 1.0 will serve as a springboard for ALA 2.0. ALA 1.0 has proven successful in reaching students and improving their academic performance and its popularity in the district has led to four applications for every one available seat. This high interest in ALA and its teaching methods has proven additional schools like this are needed in SAISD. Since opening in 2016, ALA 1.0 has served as a lab for the district where teachers/student teachers can participate in a teacher residency program. Upon completion of training, these teachers are sent to launch and redesign schools in SAISD, including ALA 2.0. The campus' School Redesign Partners will include Trinity University and other well-established partners in the areas of project-based learning, social and emotional learning, and blended learning.

ALA 2.0 will be part of SAISD's newly-created Innovation Zone, a network of autonomous in-district charter schools under the direction of the SAISD Office of Innovation that empowers principals and teachers to think outside the box and use next generation techniques when educating students to address their individual needs. The campus will serve students across SAISD and Bexar County, however preference will be given to student who live in the neighborhood and current feeder pattern. The grant will benefit ALA 2.0's targeted student population of 400 students in it its initial implementation year as it will help kick start and build flexible learning environments that emphasizes knowledge creation rather than absorption and individualized, creative instruction rather than one-size fits all curricula. When fully implemented, ALA 2.0 is projected to serve about 1,100 students.

Budget development: The grant budget was created to reflect the needs of the campus utilizing the Needs Assessment outlined in Schedule #13. SAISD's Office of Innovation served as a key contributor to providing input throughout the process. The budget has been reviewed and approved by the Chief Innovation Officer as meeting the current and future needs of the newly created charter campus. Grant funds will provide the resources needed to fully implement the school redesign with fidelity such as a Special Projects Coordinator, technology to support one-to-one student devices, professional development, academic enrichment activities, and extended planning time needed to design and implement the school redesign plan. Flexibility will be afforded to the campus principal in selecting, contracting, and purchasing the items outlined in the grant budget.

Campus demographics: The school is able to serve 1100 students when at full capacity; in the planning year, current Page MS students will continue to be served and in the implementation year the remaining students (8th grade) as well as the new campus' year 1 grades (Pk, K, 1, & 6) will be served. Page MS is currently a "Focus" campus, meaning it is a Title 1 school with the widest gaps in reading and math performance for historically underserved students. The current campus demographics are: Economically Disadvantaged (93%); LEP/ELL (30.7%); Minorities (98.1%). Collectively, the district is: Economically Disadvantaged (91%); LEP/ELL (20%); SPED (10%); Minorities (98%).

Needs assessment process: The needs assessment process followed the Texas Accountability Intervention System process which provided Page MS with the framework to identify resources needed to facilitate school improvement. Campus and District staff identified gaps in student achievement and the associated funding needs. Additionally, the project's management team identified on Schedule #14 provided input drawing on their significant expertise in school redesign. Grant funds will address the needs identified during the process and will allow for implementation with fidelity.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 015907	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.

The development of ALA 2.0 at Page MS is an opportunity to redesign a low-performing middle school campus into a high-quality PK-12 campus. SAISD is leveraging its existing Advanced Learning Academy at Fox Tech HS (ALA 1.0) in-district charter school to use it as a training ground for teachers in order to replicate it to transform struggling SAISD campuses like Page MS. A School Redesign Pilot Program grant will be the catalyst for achieving that vision. It will place high-quality teachers in front of students that need them the most. The campus-based staff at Page MS will be empowered with deep levels of operational and curricular autonomies to design a unique program that meets the needs of every student it seeks to serve.

Management plan: ALA 2.0's primary project personnel will be comprised of District and campus-based leadership with support from School Redesign Partners. The District's Office of Innovation/Chief Innovation Officer will provide direct oversight and leadership and work to remove barriers preventing the campus principal from implementing the program with fidelity. Additionally, the campus principal will be the primary steward of instruction, responsible for ensuring that it is aligned to the District's mission and goals. Finally, ALA 2.0's School Redesign Team/ Campus Leadership Team will serve as Page MS' primary advisory body. The team must include the principal and 3 teachers as well as representatives from: community partners; parents and students; Trinity University; other School Redesign Partners (i.e. social an emotional learning, project-based learning, and blended learning); and SAISD Office of Academics. The team will serve as the primary advisory body for the campus, particularly as it relates to guiding the school redesign process, in-district charter development, and goal setting.

Program evaluation: To ensure the grant strategies are delivered with fidelity and high-impact, SAISD has developed a structured approach to evaluation that combines formative and summative measurement per the CIPP model: Context, Input, Process, and Product. It includes a complete examination of the campus, including needs and goals assessment. It identifies components of effective implementation as defined by key stakeholders and examines how the charter is being implemented. ALA 2.0's staff will collect documentation of staff professional development, student assessments, and other artifacts as appropriate to monitor and inform program implementation.

Statutory requirements: The grant application is comprehensively presented and addresses all statutory requirements including the development of a targeted improvement plan, the monitoring of schools receiving Title 1 funds, the process for selecting external partners, increased operational flexibility, and the incorporation of evidence-based strategies.

TEA requirements: This application clearly communicates the District's vision for improving low-performing schools; how the District will implement a supported school redesign process; the rationale for selecting the school redesign model; the rationale for selecting the implementation plan, the rationale for selecting the redesign operational flexibility plan; the rationale for selecting the planning and implementation year school redesign process; school redesign partner qualifications; and the plans to recruit and select high-capacity leadership teams. The Board of Trustees will continue to support the school by adopting an annual operating budget and providing the additional funding necessary to maintain the instructional program. SAISD is committed to the goal of Page MS becoming a high-quality charter by providing the additional resources needed to accelerate and sustain the academic outcomes of all its students.

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	**Schedule #6—Program Budget Summary**
	County-district number or vendor ID: 015907		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	$110,718	$261,173	$0	$371,891
Schedule #8	Professional and Contracted Services (6200)	6200	$175,000	$475,000	$0	$650,000
Schedule #9	Supplies and Materials (6300)	6300	$0	$444,758	$0	$444,758
Schedule #10	Other Operating Costs (6400)	6400	$0	$0	$0	$0
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0	$0
	Consolidate Administrative Funds				X Yes ☐ No	
	Total direct costs:		$285,718	$1,180,931	$0	$1,466,649
	Percentage% indirect costs (see note):		N/A	$33,352	$0	$33,352
	Grand total of budgeted costs (add all entries in each column):		**$285,718**	**$1,214,283**	**$0**	**$1,500,000**

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

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

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 015907 | 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	Educational aide			$	$	$
3	Tutor			$	$	$
Program Management and Administration						
4	Project director			$	$	$
5	Project coordinator			$	$	$
6	Teacher facilitator			$	$	$
7	Teacher supervisor			$	$	$
8	Secretary/administrative assistant			$	$	$
9	Data entry clerk			$	$	$
10	Grant accountant/bookkeeper			$	$	$
11	Evaluator/evaluation specialist			$	$	$
Auxiliary						
12	Counselor			$	$	$
13	Social worker			$	$	$
14	Community liaison/parent coordinator			$	$	$
Education Service Center (to be completed by ESC only when ESC is the applicant)						
15						
16						
17						
18						
19						
20						
Other Employee Positions						
21	Special Projects Coordinator	1		$	$106,401	$106,401
22	Title			$	$	$
23	Title			$	$	$
24	Subtotal employee costs:			$	$106,401	$106,401
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay		$	$	$
26	6119	Professional staff extra-duty pay		$82,500	$120,000	$202,500
27	6121	Support staff extra-duty pay		$	$	$
28	6140	Employee benefits		$28,218	$34,772	$62,989
29	61XX	Tuition remission (IHEs only)		$	$	$
30	Subtotal substitute, extra-duty, benefits costs			$110,718	$154,772	$265,489
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$110,718	$261,173	$371,891

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: 015907	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	$	$	$
	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	Project Based Learning School Redesign Partner	$50,000	$50,000	$100,000
2	Blended Learning School Redesign Partner	$50,000	$50,000	$100,000
3	Social – Emotional Learning School Redesign Partner	$25,000	$25,000	$50,000
4	Trinity University	$50,000	$50,000	$100,000
5		$	$	$
6		$	$	$
7		$	$	$
8		$	$	$
9		$	$	$
10		$	$	$
11		$	$	$
12		$	$	$
13		$	$	$
14		$	$	$
b.	Subtotal of professional and contracted services:	$175,000	$175,000	$350,000
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$0	$300,000	$300,000
	(Sum of lines a, b, and c) Grand total	$175,000	$475,000	$650,000

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

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Schedule #9—Supplies and Materials (6300)				
County-District Number or Vendor ID: 015907		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:	$0	$444,758	$444,758
	Grand total:	**$0**	**$444,758**	**$444,758**

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: 015907	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	368	91%	
Limited English proficient (LEP)	77	20%	
Disciplinary placements	DNA	DNA%	
Attendance rate	NA	DNA%	
Annual dropout rate (Gr 9-12)	NA	DNA%	

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
44	44	88					88		140					404

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

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

The decision to redesign Page MS originated from the campus' historically poor performance on state assessments, the facility's ability to have a larger student population, and the success of the recently opened SAISD Advanced Learning Academy. A School Redesign Grant Pilot will address funding gaps for resources that are needed to achieve the envisioned grade offerings and the complexity of the program.

The District followed a 3-Step Needs Assessment Process as part of the Texas Accountability Intervention System, a requirement of Page MS' designation as a Focus campus: 1) Stakeholders discussed how Page MS should operate in terms of student success and how that vision differs from what currently exists. Both short and long term goals were developed regarding students' needs, infrastructure, curriculum and instruction, staffing, and costs associated with each. 2) A summary was written for each goal and stakeholders evaluated which needs SAISD could fulfill internally and which needs required external resources for successful implementation. Emphasis was placed on facilitating academic improvement through customized, interdisciplinary project-based curricula. 3) Stakeholders evaluated the purpose of the School Redesign Grant program, comparing unmet needs under the proposed charter and school model. Key recommendations were as follows:

- Technology and Software (21st Century learning environments)
- Deeper Learning and Academic Enrichment
- Professional Development
- Staffing

Educational needs of the anticipated student population
Students attending ALA 2.0 will have the same educational needs as the district. With the STAAR Results from SY 2015-16, SAISD saw only 55% of students meeting or exceeding progress across all subjects and at Page MS only 48% of students met this goal. Within the Brackenridge Feeder Pattern (of which Page MS is a part of and where a majority of ALA 2.0 students will come from), 21.1% of the total population are special education students (SPED, SPED-SC, Dyslexia, and 504) and 6.3% are Migrant, Homeless, or living in Foster Care. This area also has a large population of Limited English Proficiency (20.3%), Bilingual (14.7%) and ESL (6%) students. ALA 2.0 is ready to address these needs and provide students with the tools they need to succeed.

District and community context
SAISD is an urban school district in the heart of downtown San Antonio that serves 52,000 students across 94 campuses each year. SAISD is a District of Innovation which allows its campuses the flexibilities of open-enrollment charters, but keep the influence and resources of being a public-school district. 91% of SAISD students are Hispanic and 98 percent are considered ethnically diverse. Students come from low-income families with 91% qualifying for free or reduced-cost lunches. Within the boundaries of SAISD, only 17% of adults have completed a bachelor's degree and over 30% do not have their high school diploma or GED. Page MS demographics: 95% Hispanic; 1.4% African American; 1.9% White; 0.2% American Indian; 0.7% Multi-Racial; 93% of students are Economically Disadvantaged which is higher than the District- and statewide average.

Campus operations and sustainability
SAISD will support and oversee campus operations with primary financing coming from local sources. This grant's funding will help kick start the expenses not covered by federal monies or private foundations/donations. As with all of SAISD's Schools of Innovation, the District will sustain the school well past the grant period. ALA 2.0 will be designated as a non-formula SAISD campus during its implementation years which will enable the district to support the campus outside of general per-pupil operating dollars while granting the campus deep levels of budget autonomy to ensure sustainability.

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Schedule #14—Management Plan	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

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

#	Title	Desired Qualifications, Experience, Certifications
1.	Chief Innovation Officer	Desired qualifications: Master's degree from an accredited four (4) year college or university, valid Mid-Management, Administrator, or Principal Certification or the ability to become Texas certificated. Desired experience: Five (5) years successful experience as a principal or district-level administrative leader, experience working collaboratively across key departments of a school district, and central office experience supervising principals preferred
2.	Page MS Principal	Will implement School Redesign on campus. Requires a bachelor's degree, Masters preferred. Requires a Texas Principal Certification.
3.	School Redesign Partners	Multiple partners with expertise in blended learning, project-based learning, social and emotional learning, and the lead school redesign partner from the existing SAISD Advanced Learning Academy
4.	Director of School Improvement	Demonstrated expertise in planning, managing, and implementing school reform efforts and successful leadership and management experience.

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.	Page MS will open as the ALA 2.0 by the first day of SY 2018-19.	1.	Recruit and establish ALA 2.0 Campus Leadership Team/ Redesign Team	08/01/2017	09/15/2017
		2.	Begin developing in-district charter application	09/15/2017	11/15/2017
		3.	Create a school redesign implementation plan	09/15/2017	02/15/2018
		4.	Attain in-district charter designation	02/01/2018	03/01/2018
		5.	Open ALA at Page (ALA 2.0) with 404 students in K, 1, and 6 combined	08/01/2018	08/28/2018
2.	Beginning in SY 2018-19, the School Redesign Team will begin implementing redesign implementation plan.	1.	Host monthly meetings with School Redesign Team to refine the school redesign plan and track progress	03/01/2018	11/01/2018
		2.	Host community meetings to discuss Page 2.0 and solicit community feedback.	08/01/2017	05/01/2019
3.	By the end of the SY 2018-19, ALA 2.0 teachers will provide evidence of proficiency in deeper learning practices	1.	All campus-based teachers will be able to provide at least two examples of best-in-class units (supported with student work samples) utilizing the Understanding by Design (UbD) and/or Buck Institute framework for performance-based teaching and learning.	08/01/2018	05/01/2019

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

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 015907	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.

SAISD will use the success of its existing Advance Learning Academy at Fox Tech HS (ALA 1.0) and existing SAISD Schools of Innovation to replicate the program for ALA 2.0 at Page MS.

Scaling and Replicating the Success of ALA 1.0
ALA 1.0 currently serves as a teaching lab where teacher and school leadership residents are trained in deeper learning teaching methods and are then leveraged by the district to launch new schools and redesign current underperforming schools into successful public charter schools. Given ALA 1.0's successful collaboration with Trinity University to support the development of a residency model for teacher and leadership development and deeper learning practices, this partnership will be scaled into developing and launching ALA 2.0.

Sustaining School Design/Redesign Efforts at Page MS
The long-term sustainability of ALA 2.0 at Page MS is a high priority for SAISD. The district's long term strategic plan calls for ensuring that every child is in a best-fit school and has access to a high-quality seat. Given this, the district seeks to increase campus-based leadership and teacher capacity through intensive professional development and campus-based supports through an ongoing series of whole school design/redesign experiences facilitated annually by its newly created Office of Innovation. Additionally, by leveraging the phase-in model through the TEA school redesign grant, it will allow the district to conduct long range quality planning, refine the campus culture, and pilot and kick start highly effective teaching and learning practices that will drive the short and long-term improvements necessary at Page MS.

Furthermore, in order to maintain the progress made under the TEA school redesign grant, SAISD will determine future funding of project elements based on the impact each have had at Page MS (i.e. student achievement; teacher

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Schedule #15—Project Evaluation	

County-district number or vendor ID: 015907	Amendment # (for amendments only):

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

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Increased student growth in Reading and Math as demonstrated on Measures of Academic Progress (MAP)	1.	75% of students will achieve at least 1 times their Student Growth Norm (based on their starting scale and grade in school) on MAP for Reading and Math
2.	Growth in student social and emotional learning (SEL) skills aligned the Collaborative for Social and Emotional and Learning (CASEL) competencies	1.	80% of students will increase their SEL skills from initial baselines as measured by a district designed SEL survey instrument (developed in collaboration with a best-in-class SEL assessment design partner i.e. Panorama Education)
3.	Number of students enrolled in campus	1.	By October of 2018, student enrollment will be at 396 students; meeting 100% of the enrollment target that has been set to launch the campus in SY 2018-19
4.	Improvement in student performance on annual state assessment	1	All Index 1 STAAR scores will increase by 3 points above District averages at the end of SY 2018-19 or at least 8-10% points of growth school wide in Level II and/or II combined proficiency for reading and math
		2.	All Index 2 STAAR scores increase by at least 3 points above District average at the end of SY 2018-19 or at least 8-10% points of growth school wide in reading and math
		3.	All Index 3 and 4 scores increase by at least 2 points above District average at the end of SY 2018-19
5.	Parent satisfaction survey	1.	85% satisfaction results (in the aggregate) on a locally developed parent satisfaction survey administered at least twice during the duration of the grant.

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.

To ensure the grant strategies are delivered with fidelity and high-impact, SAISD has developed a structured approach to evaluation that combines formative and summative measurement per a CIPP model as follows:

Context: Complete an examination and description of the context of the program to include conducting a needs and goals assessment, determining program objectives, and determining whether the program objectives will be sufficiently responsive to the identified needs. The Texas Accountability Intervention System will be an integral part of the context analysis and will help inform planning decisions.

Input: Provide a description of the components of effective implementation as defined by school principals, school leaders and the School Redesign Team support team and a description of the resources necessary for implementation.

Process: Complete an examination of how the program is being implemented, identifying any defects in procedural design, and providing feedback to program managers. The staff at ALA 2.0 will collect documentation of staff professional development, planning meetings, and other artifacts as appropriate to monitor and inform program implementation.

Product: Determine and examine the general and specific outcomes of the program, measuring anticipated outcomes, attempting to identify unanticipated outcomes, assessing the merit of the program and conducting a retrospective benefit/cost assessment.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015907	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.

SAISD's Office of School Improvement Office uses the Texas Accountability Intervention System (TAIS) to develop and implement a targeted school improvement plan with the goal of identifying educational strengths and areas of need and revealing future priorities and areas of focus. It is the centerpiece of SAISD's educational planning process and the driving force for improving school performance.

The development of the plan begins with appointment of a planning team composed of educators, parents, community members and business leaders from the school's attendance zone. With their input and oversight, school staff conduct a data analysis using a standardized process aligned to TAIS and the requirements of the Elementary and Secondary Education Act. The analysis examines multiple data sets and sources to create demographic and student achievement profiles, identify strengths and weaknesses, prioritize needs, and direct programs and funding. The results also provide benchmarks school leaders can use throughout the year to monitor the impact of programs, instruction and resources on student achievement. Problems surfaced must be fully addressed in the targeted school improvement plan and are used to justify budget projections. Issues common to multiple campuses are examined and addressed in the District Improvement Plan. SAISD's standardized TAIS process consists of four stages:

Stage I: Data Analysis - A data analysis process is outlined, findings of which feed the needs assessment process and improvement plan; however, the district/campus chooses the data analysis process utilized. Additionally, campus teams conduct a thorough review of all data down to the student level and by the new state indexes, which leads to the identification of problem statements.

Stage II: Needs Assessment - A thorough needs assessment process is outlined, findings of which reveal root causes and inform improvement planning. Campus teams conduct a needs assessment to identify root causes. An Executive Summary is written for each focus area and includes: responses to focus area questions; disaggregated data by grade level, classroom and/or subgroup; and patterns, trends, strengths and needs identified from the data. All summaries and priorities are combined into a master Executive Summary for the campus. The master Summary also includes comparisons of baseline assessment data and current data by focus area.

Stage III: Implementation and Monitoring - An implementation and monitoring process is outlined. Also, the improvement plan progress is reviewed and feedback is provided based on goals and actions.

Stage IV: Improvement Plan - A planning process to develop an improvement plan is outlined, which addresses findings from the data analysis and needs assessment process. Campus teams develop an improvement plan that is informed by the findings of data analysis and needs assessment process. An improvement plan includes a summary of the data analysis and needs assessment findings, resulting goals, and determined actions that directly address areas of low performance, and any required interventions. Campus teams may use planning resources to develop actions/strategies for improvement.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

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.

The SAISD Federal Programs Department administers Title 1 funding allocations for the District. The department submits an application to the Texas Education Agency which sets forth a plan for Title 1 funding use and monitoring. Accordingly, SAISD utilizes Plan4Learning, an online-based software that assists with the comprehensive needs assessment, improvement plan, and evaluation. Additionally, it has built-in state compensatory education documentation, budget, and personnel tracking. Plan4Learning also fosters State and federal Title 1 compliance by requiring campuses to report on performance and goal attainment.

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.

SAISD secures external providers to perform work only when it determines that the service is not available from within District resources. SAISD believes only Professional Services will be procured (i.e. Professional/Teacher Development Training). SAISD typically does not use a competitive bid process for Professional Services contracts of less than $50,000 for a 12-month period; instead, a Request for Qualifications is issued and a qualified, high quality provider is selected from respondents. Standard process is as follows:

Step One: Ensure independent contractor status of potential provider. District employees may only provide professional services in limited, defined circumstances.

Step Two: Determine the scope of service and budget parameters; conduct initial conversations to communicate your needs and determine which provider will best meet them; and evaluate the offers based on fee, quality, timeline, etc.

Step Three: Check references. Selection team members contact other schools or districts like their own that have worked with the provider. This step may involve a telephone call or visits by members of the selection team to the school for site visits and interviews. Competitive process requires at least three signed reference checks.

Step Four: Select the service provider with the highest indicators of competence and qualification to perform the services at a fair and reasonable price. Every effort is made to ensure the provider offers services that have the following characteristics (Guide to Working with External Providers, 2012, American Institutes for Research):

Step Five: Obtain approval and execute contract. All contracts valued in an amount of $50,000 or more will require approval by the SAISD Board. The Board may pose questions on the process used to select the service provider, the services to be received relative to the fee, the qualifications and competency of the service provider, and the availability of other service providers in the marketplace. Contracts under $50,000 are reviewed and approved by the Financial Services Department.

Additionally, SAISD adheres to all procurement requirements set forth by TEA's General and Fiscal Guidelines which are aligned to Title 2 of the Code of Federal Regulations (2 CFR) Part 200.

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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.

SAISD combines local, state and federal resources to expand program, minimize barriers to implementation, and student achievement. Because resources are limited, the challenge for educators is to make every dollar count. To that end, SAISD has a tiered, formal approach to gathering district and campus data/ needs and aligning funding with those needs:

- District Improvement Plan – Guides District staff in the improvement of student performance for all student groups to attain state standards in respect to student achievement indicators.
- Targeted Improvement Plan – As an Improvement Required (IR) campus, the Campus Leadership Team (CLT) engages in the Texas Accountability Intervention System (TAIS) that results in a plan to address indices.
- Campus Improvement Plan – Guides campus staff in the improvement of student performance. Plan is developed, reviewed and revised each school year by the principal with the assistance of a campus-level committee comprised of administrative staff, teachers, parents, students, and business and community leaders.
- Comprehensive Needs Assessment –The CNA is the centerpiece of the educational planning process and driving force for the CIP, TAIS, and DIP. Planning teams are comprised of educators, parents, community members and business and community leaders.

These plans and procedures are updated as "living" documents. District and campus-level staff can review the needs, goals and objectives of each campus and allocate or supplement funding where appropriate.

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.

ALA 2.0 will use the planning year to complete the in-district charter application to seek charter designation from the SAISD Board of Trustees. The charter application will outline waivers to local Board policy and outline the operational flexibility granted to the campus. SAISD is committed to promoting a culture of school design/redesign by empowering the principal and campus-based full authority over the campus budget, staffing, and curriculum. SAISD believes that providing campus staff with deeper levels of autonomy and supporting it with District resources will lead to a high-performing campus that meets the needs of students.

ALA 2.0 will be part of the SAISD's newly created Innovation Zone and as such it will be given the freedom to think innovatively and develop curriculum and best practices based on what works best for the students and the community in an effort to raise the bar in education, particularly SAISD. Principals and teachers are encouraged to use alternative teaching methods (i.e. personalized learning strategies; deeper learning practices) so that students can succeed and truly develop their skills and interests. ALA 2.0, like many of the Innovation Zone schools, will have the freedom to choose its start and end dates, curriculum, requirements for students and staff, and methods of implementation.

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

At the heart of the school's vision is empowering students with agency over their learning and fostering a concept of knowledge as something to be created rather than absorbed. Instead of sorting students based on grade level and passing them assembly line-style through distinct subjects, teachers collaborate daily in autonomous, interdisciplinary teams, continuously adjusting student groupings based on individual needs. Rather than showing up to the same classrooms every day, the mix-grade cohorts rotate through unique learning spaces reserved by teachers based on their respective lessons. Additionally, the curriculum map facilitates the development of a transdisciplinary curriculum with targeted skill development embedded within it to assure both content and skill mastery. A variety of curriculum materials, both those available within the district and others available externally, will serve as resources for the unit development as well as skills seminars. Its use will be paired with the Understanding by Design (UbD) curriculum design model that emphasizes "backwards planning," fostering a strong focus on learning for understanding with an aligned and real world oriented performance assessments. These assessments will be key in documenting students' growth and development over time of the concepts and skills outlined in the TEKS as well as the broader unit goals.

Page MS will incorporate multiple evidence-based strategies during the planning/pilot and implementation years of its redesign plan. Strategies will focus on creating the conditions for staff empowerment and capacity building to drive school improvement. Furthermore, the District's newly created Office of Innovation will leverage its authority to remove barriers and allow for school-level autonomy in key area such as budgeting, staffing, and curriculum. The planning/pilot and implementation years will focus on developing systems to support, monitor, and sustain school improvement efforts. Additionally, Page MS will implement the following strategies in its school redesign efforts:

Focusing on instructional quality driven by data
The curriculum will be teacher-designed, supported by best-in-class resources (i.e. Understanding by Design framework for deeper learning), and anchored by the Texas Essential Knowledge and Skills (TEKS). Teaching and learning students ALA 2.0 will focus on Four Universal Goals: Deeper Learning, Individuality, Flexible Design, and Connection. The Universal Goals guide what teachers want students to be able to demonstrate (mastery) by the time they are ready to graduates from ALA 2.0. Additionally, the combination of the following core charter components will distinguish ALA 2.0 from the District's current programs:

Providing opportunities for educators to collaborate and share effective instructional practices driven by data
The implementation of best-in-class Professional Learning Community (PLC) protocols and job-embedded professional development structures will foster an ongoing culture of continuous improvement at Page MS. By implementing ongoing PLCs with fidelity, the principal will be able to distribute leadership effectively and empower teachers to drive improvements to teaching and learning.

Prioritizing human capital through strategic hiring and professional learning
ALA 2.0 will have waivers granted through the in-district charter process that gives the campus-based leadership team the autonomy to determine which teachers are hired and retained. Additionally, the campus charter will outline what experience, certifications, and qualities a teacher must demonstrate to be eligible for employment at ALA 2.0.

Providing additional time through an extended day and school year models
ALA 2.0 will give students more opportunity to master content by increasing learning time. This will include targeted interventions for students in need of additional instruction. Offering tutoring before, during, and after school to focus on evidence and research-based supports. The campus will also increase educator professional learning time by ensuring all educators have a job-embedded common planning time.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015907	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 SAISD Department of School Improvement administers the Texas Accountability Intervention System (TAIS) to evaluate school performance and identify low-performing schools. TAIS is designed to establish the foundational systems, actions, and processes to support the continuous improvement of Texas school districts and campuses. TAIS offers a common framework and language for improvement that integrates all accountability systems and measures through an aligned system of support. The Texas Accountability Intervention System (TAIS) includes a continuous improvement process built on a foundation of district commitments and support systems. TAIS recognizes the importance of a systemic approach to improvement with an emphasis on the critical success factors (CSF) and best practice research for improvement planning. The continuous improvement process of data analysis, needs assessment, targeted planning, implementation, and monitoring leads to improved student outcomes. By taking a holistic approach, the TAIS framework leads to and prepares districts and campuses for accelerated achievement, system transformation, and sustainability. Currently, SAISD has 39 Title 1 Priority or Focus schools in the District. This translates to approximately 45% or 23,149 of SAISD's students attending a Priority or Focus school.

SAISD is focusing on implementing its Accelerated Campus Transformation (ACT) program in school year 2017-2018. The ACT program will create a rubric for the Critical Success Factors (CSF) which serve as key focus areas in school improvement planning, according to TEA. The CSFs are grounded in evidence-based research and have been found to be key elements for implementing improvement efforts. These research-based measures, when taken , are key to continuous school improvement. Currently, SAISD can evaluate teachers, principals, campus improvement plan process, etc. but it does not have a method for evaluating the "system" for school improvement. The ACT program will create a rubric on each CSF so that an administrator can easily evaluate the progress each campus is making towards that CSF. The intent of the ACT program is to improve school performance and not wait to review output data such as student grades, attendance and assessment data. The goal is to review other data and improve school performance.

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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.

SAISD is committed to improving the performance of Page MS and increasing the opportunity for students to attend a high performing campus by developing and implementing an annual school design/redesign process. SAISD will reference the identified needs of Page MS outlined in the 2017-2018 Campus Improvement Plan (CIP). Additionally, during the first year of the grant (SY 2017-18), district and camps-based will additional input from family, teacher, and community members to further develop and refine the school redesign plan for ALA 2.0. Preliminary components of the school redesign plan include the following:

Education plan: A key component on school turnaround is a focus on each student as individual learners and tailoring instruction to their needs. Accordingly, each Page MS student will have their aptitude and motivation assessed upon entrance to create individualized learning plans (ILP). An ILP is a personalized document that students develop with their counselors and other supportive adults to chart their progress toward their goals during each school year, to ensure they are on the path to graduation, and to determine what resources and tools they need to be prepared for a successful pathway in life after graduation.

Talent plan: SAISD operates with the belief that the most impactful determinant on student achievement is the quality of leaders and teachers at any given school. Currently, SAISD partners with Trinity University and City Education Partners to place aspiring teachers and principals at the Advanced Learning Academy at Fox Tech (ALA 1.0). The program and associated campus serves as the primary training site of new teachers and leaders and involves dedicating multiple Trinity faculty members to implement in-school professional development and school design sessions. Additionally, Trinity and SAISD work together to attract and select mentor teachers that demonstrate the knowledge and skills necessary for mentoring, guiding, and developing teacher interns and principal candidates for Trinity's year-long Master of Arts in Teaching program at the school. The plan is to begin placing newly trained teachers at ALA 2.0 at Page MS in cohorts so they can put into practice the theories and lessons they have learned during their time at ALA 1.0.

School culture plan: The goal of Page MS' CIP is to build a climate of trust and high expectations that focuses on creating and sustaining safe, nurturing, and positive learning environments for all. The focus of the culture plan is to engage students with a rigorous learning environment to prevent students from being disengaged and disruptive.

Evidenced-based Interventions: ALA 2.0 will implement the restart and phase-in model in its redesign process. The campus will be granted waivers during through its in-district charter application to promote and sustain best-in-class campus turnaround and school redesign conditions.

Performance Management: The performance of ALA 2.0 will be formalized during the in-district charter application process. The process concludes with the approval of the campus charter with an associated performance contract between the SAISD Board and the campus. The application outlines the mission and goals of the charter, the curriculum and instructional program to be offered, performance objectives, performance goals for State Accountability, and the policies and waivers that were granted. The charter will be evaluated, at minimum, using the same standards used with regular comprehensive school programs, including the Texas Academic Performance Report. Failure of the campus to demonstrate improvement in academic performance and compliance with any accountability provision specified by the campus in two successive years may result in probation or revocation by the Board.

Facilities plan: The Facilities Services Department will provide ALA 2.0 with a functional and safe physical environment for students, teachers, staff and visitors. The department is responsible for facility planning, construction, building and grounds maintenance, custodial support, pest management, environmental services, real estate acquisitions and sales, and leasing, rentals and use of SAISD facilities.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 015907	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.

The restart model provides best design conditions for transforming Page MS because it gives the District and the campus the flexibility it needs to replicate existing SAISD Advanced Learning Academy at Fox Tech HS (ALA 1.0) model. ALA 1.0 was established in SY 2016-17 with support from City Education Partners and Trinity University. The campus' launch was met with resounding interest in the community. The campus implemented several strategies to increase student achievement and were proven successful based on their students' performance on the Measures of Academic Progress (MAP) assessment. Additionally, the campus was granted in-district charter designation in the 2016-2017 school year and has generated a wait list for students interested in attending the unique campus. A School Redesign Grant for ALA 2.0 at Page MS will provide SAISD the resources needed to replicate ALA's success and accelerate student performance.

How the school redesign model meets the unique needs of the campus
The restart model is best implemented with a year of planning and piloting prior to implementation. This planning time gives the campus-based staff the time needed to better develop and design the program to meet the needs of the campus. Furthermore, it aligns with the District and campus' goal of completing the in-district charter school application process for Page MS concurrently. Additionally, an official planning and piloting period allows SAISD and the campus-based leadership team to hold extensive community engagement meetings to engage with families, students, educators, and community leaders to understand what they value and include those needs in the in-district charter application during the planning phase.

New and improved learning environment
The school is predicated on a set of four universal goals and high expectations, collaboratively developed with the school design partners and the leadership and teaching faculty, students and families of the school. The Four Universal Goals are: Deep Learning, Individuality, Flexible Design, and Connection. Grant funds requested are necessary to implement the program with fidelity.

Key activities and elements related to the school redesign model
The key activities and elements related to the school redesign model is the full development of Restart Component as deigned by TEA: 1.) District Capacity, 2.) Extensive Community Engagement, 3.) Education Plan, 4.) Talent Plan, 5.) School Culture Plan, and 6.) Performance Management. These components will be fully developed during the planning phase and outlined in the in-district charter application process.

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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 rationale for choosing the selected implementation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

How the implementation plan meets the unique needs of the campus
SAISD will utilize the phase-in redesign model to meet the needs of the campus. SAISD intends to complete the in-district charter application process during SY 2017-18 and reopen the campus as an in-district charter school in SY 2018-19 with grades Pk, K, 1, and 6. These transitional grades are ideal for starting a new school because students and parents are more likely to enroll in a new school knowing they will have consistency throughout their academic careers.

Grade levels and anticipated enrollment
Projected grade levels for ALA 2.0 are Pk, K, 1, and 6 with 44 students in Pk, 44 students in K, and 88 students at 1 & 6 grade levels in addition to 140 students in 8th grade (previous year 7th graders from SY 2017-8) for a total of 404 students during its initial year of operation. The campus will add-on a new grade each year after its launch year, eventually becoming a fully enrolled and financially sustainable highly autonomous Pk-12th grade campus.

Management responsibilities for phased-in grades as well as phased-out grades
Page MS served grades 6-8 during SY 2016-17. During SY 2017-18, Page MS will serve grades 7-8, the campus' official planning/pilot year. In SY 2018-19, the newly created ALA 2.0 will officially launch serving grades Pk, K, 1, and 6, but will also continue to serve the 8h graders (previous year 7th graders from SY 2017-8) to allow those students to finish their middle school career at one location. The 8th graders will also be allowed to attend a different campus should they wish to do so. Any students who do not wish to continue their academic careers at ALA 2.0 will be encouraged to enroll in a nearby SAISD campus or one of the District's existing in-district charter or magnet campuses.

Key activities and elements related to the implementation plan
Key activities that will drive the planning/pilot and implementation year of the plan will include, but not be limited to:
- Continue to communicate the redesign plan to key community stakeholders
- SAISD's Office of the Superintendent in collaboration with campus-based leadership team will begin hosting monthly community meetings in the Page MS attendance zone to explain to parents what is planned for the campus. These meeting will also be an opportunity to seek feedback from the community in developing and refining the in-district charter school application and implementation plan.
- Developing and finalizing agreements with the lead and supporting school redesign partners (i.e. Trinity University; Education Elements; Buck Institute for Education; etc.)
- Completing the in-district charter application process during SY 2017-18, the school's official planning/pilot period. The in-district charter application will reference the implementation plan and outline grades served, operational flexibility, and staffing.
- Building and developing the foundational skills of campus-based staff and the founding leadership team to pilot and kick start deeper learning practices (i.e. units anchored by the Understanding by Design framework; personalized strategies; etc.)
- Recruiting students/families during SY 2017-18 and launching the campus with its first cohort of Pk, K, 1st, and 6th grade students in SY 2018-19

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 015907	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.

The decision to convert Page MS into a campus charter originated for two reasons: **1)** The process allows the campus leadership team to operate under the most optimal school governance structure necessary to redesign Page MS **2)** The in-district charter governance structure allows campus-based staff to operationalize key flexibilities that are needed to achieve the envisioned grade offerings, staffing structure, and complexity of the academic program.

Operational flexibility plan and campus needs
SAISD believes it is not enough to simply identify the needs of a historically low performing campus. We must empower educators with the ability shift resources, processes and practices in highly effective and strategic ways in response to the needs identified. The campus-based staff's ability to address the needs of all students is contingent upon allowing customized approaches, allocation of resources, and waivers from local policy when the need is substantiated. The Page MS leadership team needs the ability to develop and implement successful school redesign strategies, specifically in areas of resource allocation, staffing structure, and curriculum without being hindered by existing district policies and mandates for traditional neighborhood schools. A campus charter will allow the Page MS staff to identify needs, develop timely and long-term solutions, and remove obstacles from implementation to accelerate student achievement and ensure educator success.

Operational flexibilities awarded to the campus under the plan
The specific waivers granted to Page MS will be formalized during the in-district charter application process to take place during the planning year of the grant (SY 2017-18). Given that ALA 2.0 at Page MS will be a replication campus of an existing SAISD in-district school model (Advance Learning Academy at Fox Tech), it will, at minimum, have the following waivers/flexibilities: 1.) restrictions on traditional working hours and meetings, 2.) ability to accept alternatively certified teachers with zero years of experience, 3.) exemption from requiring the campus to report students' class rank, 4.) exemption from staffing ratios, 5.) control of their instructional calendar, and 6.) control of their school day.

Governing body of in-district charter schools and performance contracts
ALA 2.0 will operate under the legal auspices of the Board of Trustees per Local policy, and as such, the Board, or designee will be responsible for oversight that maintains high educational and operational standards, preserves the autonomy granted, and safeguards student and public interests. The charter will maintain a close working financial and operational relationship with the district. The school anticipates a long-term commitment to grant seeking and fundraising to bring supplemental programs to students, but will be able to sustain many of its core operations without these additional resources. Beginning in SY 2017-18, SAISD will be responsible on an annual basis for costs related to four areas: salary, professional development, intersession enrichment and supplies/materials. Approval of ALA 2.0's charter application by the Board also formalizes a performance contract between the Board and the campus. The application outlines the mission and goals of the charter, the curriculum and instructional program to be offered, performance objectives, performance goals for state accountability, and the policies and waivers that were granted. The charter will, at minimum, be evaluated using the same standards used with regular comprehensive school programs, including the Texas Academic Performance Report. Failure of the charter to demonstrate improvement in academic performance and compliance with any accountability provision specified by the charter in two successive years may result in probation or revocation by the Board.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

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.

Overview of Planning/Pilot Year
SAISD's Office of Innovation (OI) intends to use 11-months of planning and piloting upon a projected grant award date of August 28, 2017. OI will use SY 2017-18 to outline a clear vision for the redesign of Page MS including a set of goals, strategies, and the development of a school redesign plan (SRP) in collaborating with specific school redesign partners of which Trinity University will serve as the lead. The planning period will be used to create the conditions needed to ensure that the plan is implemented with fidelity, including creating the processes and structures to organize and track the SRP. The goal of the planning period and associated development of the SRP is to create collective ownership of the plan at the District, campus, and community level.

Trinity University, which will serve as the lead redesign partner, will assign a Principal Investigator to be a part of the ALA 2.0 leadership team to better understand how Trinity can leverage its expertise to build school leadership and staff capacity to improve student learning. Furthermore, campus staff will participate in professional development on deeper learning instructional practices throughout the planning year and assign undergraduate and/or graduate-level students to internships at ALA 2.0 to further support the campus.

Overview of Planning/Pilot and Implementation Milestones
The planning/pilot period will give SAISD the opportunity to phase out (close) Page MS and reopen it as an in-district charter campus. The ALA 2.0 leadership team will begin the in-district charter application in Fall 2017. The team will schedule bi-weekly meetings with campus staff to develop the charter's characteristics that distinguish it from the District's current programs. SAISD's process for creating an in-district charter campus includes hosting numerous meetings with community stakeholders, parents, and students. It also requires the campus teachers and staff to develop an application which outlines the targeted student population, waivers to local board policy, and instructional plan. The process fosters teacher collaboration and community support to make the campus a success once opened. The in-district charter application will be completed by Spring 2018.The development of the SRP will be the guiding force for the development of Page's in-district charter application process. The in-district charter application will be developed by the school's leadership team and planning/pilot year staff in collaboration with OI.

Furthermore, the ALA 2.0 leadership team in collaboration with OI and contracted school redesign partners will focus on 4 core goals and the milestones that embody them during the planning/pilot and implementation years: **1)** develop the capacity of ALA 2.0's leadership team to spearhead the redesign of Page MS and teacher development, **2)** develop outstanding instructional practices through successful pilots and year 1 implementation of deeper learning practices that will anchor teaching and learning at ALA 2.0, **3)** use an inquiry-driven continuous improvement framework to drive transformation, and **4)** accelerate student achievement both during the planning/pilot year and beyond

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 015907	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.

School Redesign Partners
An essential school design partner that SAISD has contracted with in supporting the launch and continual development of the Advance Learning Academy at Fox Tech (ALA 1.0) is Trinity University. Trinity will serve as the lead redesign partner for ALA 2.0's leadership team. Trinity's Graduate School of Education has not only served as a talent pipeline for high quality educators for SAISD to launch next generation school models such as ALA 2.0, but they will also continue to provide crucial professional development (PD) services in developing educators' capacity to deliver best-in-class deeper learning practices in the areas of:
- Understanding by Design (UbD) framework for teaching and learning
- Performance task creation and rubrics
- Competency-based education (CBE) structures (e.g. mixed-age classrooms)

Furthermore, the district's Office of Innovation (OI) has begun formally contracting with various best-in-class nationally-based school design/redesign organizations (i.e. Education Elements; Buck Institute for Education; TNTP; etc.) to support the development and refinement of its Innovation Zone network of in-district charter schools that ALA 2.0 will be a part of. For example, OI will partner with Education Elements to work closely with the ALA 2.0 leadership team and staff to develop its capacity to deliver highly effective blended learning practices.

School redesign partners track-record in similar learning environments
In addition to Trinity's involvement with the design of ALA 1.0, the university has extensive experience working in other SAISD schools and supporting District initiatives. For instance, Trinity established a Professional Development School (PDS) at SAISD's Lamar Academy. The PDS is an innovative institution that prepares new teachers, develops faculty, uses inquiry to improve practices and enhances student achievement. A chief focus of the program is providing a classroom setting where Trinity graduate students can learn the art of teaching with guidance and feedback from a mentor teacher. It's a yearlong set-up that benefits Lamar's teachers just as much as it does the Trinity students. The additional redesign partners have extensive experience in establishing best-in-class project-based learning, social-emotional learning, and blended learning environments in urban schools across the county, especially those that serve historically disadvantaged students.

School redesign partners vetting, selection, and evaluation
Trinity has a track record of improving student achievement and teacher development practices at SAISD campuses. Their selection as ALA 2.0's lead school redesign partner was based on their knowledge of the instructional practices needed to replicate ALA 1.0 and their commitment to leveraging the full resources of their institution in improving school performance. Furthermore, OI will also leverage additional school redesign partners mentioned above to support the development of other specific elements at ALA 2.0 (i.e. blended learning) that have a stellar track of outcomes with historically disadvantaged students and communities and building the capacity of urban school teachers to succeed.

All in-district charter schools in SAISD, including ALA 2.0, are held accountable to performance contracts that outline the annual student achievement (i.e. core content learning), culture/climate (i.e. reduction in suspensions; teacher retention; etc.), and operational (i.e. enrollment) targets that a specific campus must meet to retain its charter. The district will develop the initial iteration ALA 2.0's performance contract at the end of SY 2017-18 after its planning/pilot year is officially complete and will finalize it after the completion of its first official year (SY 2018-19). OI's work with all redesign partners will be tied to specific milestones related to school leadership and teacher capacity building (i.e. development of best-in-class UbD units; set number of coaching sessions; etc.) that will align with the district's framework and contracts for codifying and regulating in-district charter schools' performance.

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

Recruitment, screening, and selection process of a high-capacity campus leadership team

SAISD will develop a Campus Leadership Team (CLT) that is comprised of individuals who are interested in and committed to implementing a powerful vision for Page MS and who have a strong sense of resilience. SAISD will recruit individuals who have a history of volunteering for various school improvement opportunities, have been proven to be reliable, and who have a strong track record of following through and completing tasks that are tied to student outcomes. The key is to identify a core cadre that includes a broad range of individuals Page MS can rely on to think critically, shape the change process, and commit to transforming the school community. SAISD will utilize its existing CLT model at ALA 2.0 to serve as the campus-level governing body. The ALA 2.0 CLT will include the principal, a Trinity University representative, Community Partner Representative, 3 Teachers, 2 Student Representatives, Parent Representatives (one elementary / one secondary), and Representative of the Office of Curriculum and Instruction. The CLT will serve as the primary advisory body for the campus, particularly as it relates to the oversight of campus performance, goal setting and the development of the Campus Improvement Plan, and budgetary guidance.

Campus Principal and Page MS/ALA 2.0 Staff

SAISD has recently hired Principal Stephanie Mihleder to lead the redesign of Page MS into ALA 2.0. She has 10 years of experience as a school administrator and has worked in collaboration to staff to implement campus vision and facilitated strategies that align with goals created based on student needs. Additionally, her qualifications include a Masters of Education and a Masters of Arts in Teaching from Trinity University.

Current Page staff will be retained for the planning period, school year 2017-2018. They will have the opportunity to opt out of Page prior to the implementation year if they choose to. However, SAISD is planning to have a high retention rate due to teachers taking an active role in the design of the campus charter and school redesign plan. However, teacher turnover will be addressed by having recently trained teachers from Advanced Learning Academy at Fox Tech fill those positions. This will ensure ALA 2.0 is staffed with high-quality teachers needed to impact student learning.

District Redesign Leadership Team

Mohammed Choudhury is the SAISD Chief Innovation Officer responsible for the Innovation Zone and providing District-level leadership to the Page MS redesign. In this capacity, he is entrusted with incubating and scaling high-leverage school design and redesign initiatives, that will have the greatest impact on moving the needle on student achievement during an exciting inflection point for the city of San Antonio. Recently, Mohammed served as the interim chief and founding director of the Office of Transformation and Innovation at the Dallas Independent School District. He spearheaded the district's Public-School Choice initiative to redesign existing neighborhood campuses and launch new, startup open enrollment next generation school models to expand high quality options for all students, regardless of their academic abilities or geographic constraints.

SAISD believes the combination of District and campus leadership, teachers, and the community can develop a shared vision of school turnaround for Page MS. The teams collective experience, passion, and commitment to providing SAISD students with an exceptional, high-performing campus will turn Page MS from a historically poor performing campus into an innovative, student centered learning environment.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 015907	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: 015907		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.)

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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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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.)

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
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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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015907	Amendment number (for amendments only):

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐

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