

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

2017–2019 School Redesign Grant, Pilot Cycle		
Program authority:	Every Student Succeeds Act (ESSA), Public Law (P.L.) 114-95, Title I, Part A, Sec 1003, School Improvement	FOR TEA USE ONLY <small>Write NOGA ID here</small> <small>Place date stamp here</small> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED DIVISION OF GRANTS ADMINISTRATION JUL 13 PM 1:30 DOCUMENT CONTROL CENTER </div>
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	
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov ; (512) 463-2617	

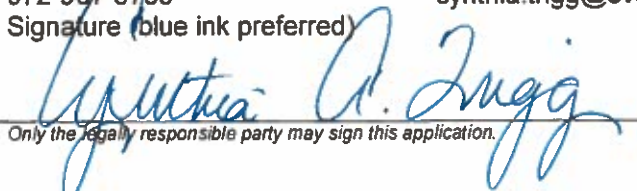
Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #	
Evolution Academy	057-834	Evolution Academy Charter School/ 001		
Vendor ID #	ESC Region #	DUNS #		
76-0622470	10	107959814		
Mailing address		City	State	ZIP Code
1101 South Sherman Street		Richardson	Tx	75081-4852
Primary Contact				
First name	M.I.	Last name	Title	
Cynthia	A	Trigg	Chief Executive Officer	
Telephone #	Email address		FAX #	
972-907-3755	cynthia.trigg@evolutionacademy.org		972-907-3605	
Secondary Contact				
First name	M.I.	Last name	Title	
Jeffery	L	Robinson	Financial Specialist	
Telephone #	Email address		FAX #	
972-907-3755	jeff.robinson@evolutionacademy.org		972-907-3605	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Cynthia	A	Trigg	Chief Executive Officer
Telephone #	Email address		FAX #
972-907-3755	cynthia.trigg@evolutionacademy.org		972-907-3605
Signature (blue ink preferred)		Date signed	
		July 10, 2017	

Only the legally responsible party may sign this application.

701-17-101-044

Schedule #1—General InformationCounty-district number or vendor ID: **057-834**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **057-834**

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

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **057-834**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

#	Provision/Assurance
1.	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.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **057-834**

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.

Evolution Academy Charter School (EACS) is a charter school located in Richardson, Texas, serving approximately 500 students in grades 9-12. *Our vision for improving low-performing schools is to committ to serving disconnected youth by enabling our students to achieve academic, social, and career success.* EACS serves students who are over-age, under-credited and who have dropped out of traditional schools. Our model includes caring professionals, individualized learning plans, a standard based curriculum aligned with career and technical training and a competency-based academic program. Since EACS was founded in 2002, it has employed an open entry and open exit model with students entering with varying levels of subject matter mastery. The self-paced, computer-assisted approach enables students to progress through course work at an accelerated or slower pace depending on the individual learning needs. EACS's Redesign Model will be a comprehensive and bold approach to increase the number of students who graduate high school and become college ready. The district will develop our redesign plan within the framework of three components: School Redesign Model, Implementation Plan, and Operational Flexibility Plan.

Redesign Model – the model the district will use is the Turnaround Model – this model requires the school to identify a new school principal/leader and make comprehensive changes in the staff and instructional model. A new school principal or leader is defined as a candidate who either is a new hire or is a previous hire made within the past two years. EACS's current principal will remain in her position. Our Redesign Program will provide educational services to high-need and disconnected students with access to a new campus system:

1. Graduation Coaches – will assist students in developing graduation plans and identify their career goals including dual-credit programs that allows students to earn academic credits while also completing a certification course. EACS's graduation rate is currently 34.2% compared to state average of 89.0%
2. Truancy Counselors – will work with students and parents to improve attendance rates and to improve school climate. EACS's attendance rate is currently 75%, state average is 95%, the campus also has a mobility rate of 80.5%, sate average is 16.5%
3. Student Mentors - Once students complete the certification process, the Redesign program staff will link them to a job in the community. We will utilize Student Mentors to shadow students as they transition to the workforce. The program will also subsidize the students' wages for two weeks to incentivize employers to work with our target population.

The district's objectives and outcomes for the Redesign Program are:

1. Increase graduation rates by 10% each year for the next 5 years.
2. Increase attendance rates by 10% each year for the next 5 years, therefore reducing truancy rates by 10% per year.
3. Completion of certificate programs, 60% of graduating students will earn a certificate, obtain subsidized employment and transition to unsubsidized employment by the end of the grant program in 2019.

Implementation Model - the model the district will use is the Whole-School Redesign - The implementation of our school redesign will take place across all grade levels, 9-12, at once and completely and immediately replaces the original campus after the 6 month planning period. EACS is aware that 6.7 million disconnected youth cost taxpayers \$93 billion annually and \$1.6 trillion over their lifetimes in lost revenues and increased social services, making this issue both compelling and urgent. While all youth have potential, connecting these young people to education or employment will change the trajectory of their lives, as well as benefit their community and our nation as a whole. In order to effectively re-engage our high-risk and disconnected students the district will implement our Redesign program through the whole-school redesign model which will impact all students across all grade levels, 9-12.

Operational Flexibility Plan - the model the district will use is the Applicant Assurance plan – EACS will provide 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. EACS currently

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)County-district number or vendor ID: **057-834**

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.

offers operational flexibility which will continue throughout the grant program. Two sessions are offered during the day in which students enroll into one of the two sessions. The morning session, which operates from 7:40 to 11:40 am, and the afternoon session takes place from 12:15 to 4:20 pm. Both sessions attracts students who are attempting to regain their position in their class and return to regular high school. Evolution Academy provides tutoring for any student enrolled. A number of students approaching graduation who are short on credits often enroll to complete one or two courses needed to graduate.

School Redesign Partner – during our planning period the EACS leadership team will develop and research a school redesign partner that will meet all of the required qualifications. Due to the district's unique structure in providing students with a more or less last-chance at high school graduation finding a redesign partner has proved difficult. Current community colleges the campus will partner with to provide certification programs include: Houston Community College, Dallas County Community College, and Lamar Institute of Technology. Also numerous local businesses have included letters of support for the program as well.

Anticipated student population – EACS student population in grades 9-12 is approximately 500 students. Our students vary in age, socioeconomically status, and education levels. Four out of ten EACS parents did not graduate high school and fewer than one in ten graduated from college. Low levels of academic achievement among parents makes it difficult to help their children effectively with homework, engage teachers in meaningful dialogue regarding their child's academic needs, or act as role models for their children's academic aspirations. A combination of poverty and low academic attainment within the EACS communities results in students entering our schools performing well below grade level and out of grade level cohorts.

School Leadership Team – our Leadership Team will consist of the school's Superintendent, Education Service Manager, Financial Manager, Principal, teachers, as well as grant funded positions such as a Project Director, Truancy Counselors, Graduation Coaches and Student Mentors.

Education Plan - The educational philosophy of Evolution Academy Charter School is to teach according to the needs of the individual student while maintaining a commitment to achievement and standards. Using technology as a management and delivery tool, as well as off-computer activities emphasizing hands-on learning, students will proceed through the TEKS standards. An ordered scope and sequence will be developed to align the TEKS curriculum. All students will be given a variety of quality continuous assessments to make sure that skills are mastered. The school will use the TEKS standards as the basis for instruction. Instruction through portfolio assessment and technology will be individualized for each student. The computer-based curriculum is aligned with all objectives and goals based on Texas standards and will be used as the organization of the curriculum. The curriculum will be woven through the following components of instruction:

- TEKS Based Standards in ELA, Science, Math and Social Studies
- Standards basic skills and accelerated instruction
- Project-based learning aligned with student interests and standards

Culture Plan - A planning team has been activated which includes representatives of teachers, students, parents, community members, and administrators. This team will remain constituted to monitor, and advise on the implementation of the redesign project as well as the climate and culture on our campus. Evolution Academy will actively encourage parents to become involved and make personal contacts necessary to facilitate this involvement. It is expected that there will be a significant increase in parental involvement due to the activities offered to students through this program.

Students will be supported through a teacher/advisor mentors model. Using these resources students will be encouraged to enroll in more rigorous courses and each student will have an individual graduation plan identifying his/her strengths, weakness, course of study, graduation plans and identifying any assistance that may be needed to keep track and to matriculate to post- secondary education.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 057-834	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	\$129,709	\$672,565	-	\$802,365
Schedule #8	Professional and Contracted Services (6200)	6200	0	245,000		245,000
Schedule #9	Supplies and Materials (6300)	6300	0	120,000		120,000
Schedule #10	Other Operating Costs (6400)	6400	3,750	11,250		15,000
Schedule #11	Capital Outlay (6600)	6600	0	0		0
	Consolidate Administrative Funds				<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$133,459	\$1,048,906	-	\$1,182,365
Percentage% indirect costs (see note):			N/A	-	-	-
Grand total of budgeted costs (add all entries in each column):			\$133,459	\$1,048,906	-	\$1,182,365

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.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #7—Payroll Costs (6100)County-district number or vendor ID: **057-834**

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 – 2 yr/\$70,000	1	50%	\$17,500	\$52,500	\$70,000
5 Truancy counselor – 2yr/\$50,000	2	100%	50,000	150,000	200,000
6 Graduation coach – 2yr/\$40,000	2	100%	45,000	135,000	180,000
7 Community outreach special 2y/\$50,000	1	50%	13,750	41,250	55,000
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 Title					
22 Title					
23 Title					
24	Subtotal employee costs:		\$126,250	\$378,750	\$505,000
Substitute, Extra-Duty Pay, Benefits Costs					
25 6112 Substitute pay				\$124,800	\$124,800
26 6119 Student Mentor-4 part \$15/hr/20hrs/104weeks/2yr					
27 6121 Support staff extra-duty pay					
28 6140 Employee benefits @ 27.4%			3,459	169,106	172,565
29 61XX Tuition remission (IHEs only)					
30	Subtotal substitute, extra-duty, benefits costs		\$3,459	\$293,906	\$297,565
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$129,709	\$672,656	\$802,365

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

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)					
County-district number or vendor ID: 057-834			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	Redesign Partner – TBD – 2 yrs			\$50,000	\$50,000
2	Community College Partners – 2 yrs			20,000	20,000
3	Program Evaluator – 2 yrs			25,000	25,000
4	Employment Fund			30,000	30,000
5	Continue Education Fund			30,000	30,000
6	Professional Development			50,000	50,000
7	Professional Data Collection			30,000	30,000
8	Marketing and PR			10,000	10,000
9					
10					
11					
12					
13					
14					
b. Subtotal of professional and contracted services:				\$245,000	\$245,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:				-	-
(Sum of lines a, b, and c) Grand total				\$245,000	\$245,000

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 057-834		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: Computer/Tables \$20,000/CTE software \$75,000/Supplies \$25,000		\$120,000	\$120,000
Grand total:			\$120,000	\$120,000

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

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #10—Other Operating Costs (6400)				
County-District Number or Vendor ID: 057-834		Amendment number (for amendments only):		
Expense Item Description		Planning Cost	Implementation Cost	Total Budgeted Cost
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally. Airfare, lodging, transport for 8 people/2 yr	\$3,750	\$11,250	\$15,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.			
	Specify purpose:			
6413	Stipends for non-employees other than those included in 6419			
6419	Non-employee costs for conferences. Requires pre-authorization in writing.			
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.			
Subtotal other operating costs requiring specific approval:				
	Remaining 6400—Other operating costs that do not require specific approval:	\$3,750	\$11,250	\$15,000
Grand total:		\$3,750	\$11,250	\$15,000

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

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

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant FundsCounty-district number or vendor ID: **057-834**

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	335	67%	The campus also has an At-Risk rate of 87.9%.
Limited English proficient (LEP)	45	.09%	
Disciplinary placements	0	0 %	
Attendance rate	NA	75 %	The state average is 95.7%.
Annual dropout rate (Gr 9-12)	NA	65%	The campus graduation rate is 34.2%.

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

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

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	0	0	0	132	102	118	148	500

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs AssessmentCounty-district number or vendor ID: **057-834**

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 campus administrators reviewed all related documentation in order to understand the goals and objectives of the School Redesign grant. Once the district personnel determined that the campus had a substantial need to apply for this grant, the **Leadership team** (CEO, Campus Principal, Counselor, Staff, and Teachers) met to discuss the grant and its implications. The Leadership team considered current campus accountability rating and other test scores and have decided to implement a Redesign model to address these needs.

We also held several meetings with our staff, parents, students, and community stakeholders during the months since the grant was released in May-June 2017. This group reviewed multiple measures of data including student achievement data, prior year STAAR data, student demographic data, student attendance, student survey's, parental involvement data, social services provided, and other pertinent data. The data was then reviewed by the entire school community - administrators, teachers, staff, families, and community members - in order to develop school improvement goals that are based on data and supported by all stakeholders.

The Leadership team brainstormed about the campus needs, identified activities, reviewed tracking and monitoring needs, and identified necessary teacher and administrator trainings that would be supplemental to current instruction. The team discussed activities that would be helpful and beneficial enough to make an increase in the low performing content areas to transform this low-performing campus into a higher-achieving community-based school within the proposed 2-year funding cycle and beyond.

After this brainstorming meeting was held, the team completed a **Comprehensive Needs Assessment (CNA)** tool which considered the targeted campus needs. In addition to completing the CNA form, the team discussed identification of community partners, qualifications for a proposed redesign partner, designation of personnel to manage this project, identification of lead teachers, and the need for a more job-embedded professional development plan.

CNA Review: Checklist for CNA included: 1) Review of multiple sources of data in the planning and decision-making process; 2) Data was longitudinal as well as current; and 3) all grade levels were reviewed along with the identified low performing group. The needs for the CNA were reviewed over the last few weeks in addition to longitudinal data which required significant time during the pre-award period. This data will again be reviewed during the post-award period to set priorities, provide dedicated focus on needs, and meet targeted goals. All of the staff was encouraged to submit surveys, emails, or dialogue with administrators. In addition, students, parents and community needs were considered in the CNA. The selected **School Reform Model** matches the needs identified in the CNA. Therefore, the campus scheduled this type of school improvement model. In accordance with the General Education Provision Act (GEPA), the program will provide equal access and treatment and a variety of activities that allow each applicant to participate without regard to gender, race, origin, color, or handicap. The district utilized the needs assessment that was conducted during the planning phase to identify barriers and develop solutions.

Assessment

The district had a variety of groups who were involved in the design of the intervention model. The groups had campus and district-level administrators, teachers, parents, paraprofessionals, Region ESC staff, external consultants, and trainers involved. The proposed project was developed from an extensive study of student, community, and campus needs. The campus has failed to have consistency in many areas due to teacher effectiveness because of staff turnover, student mobility and other major needs such as improved academic performance, better use of data to drive instruction, effective leadership and teachers, improved assessments and improved communication.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management PlanCounty-district number or vendor ID: **057-834**

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.	Superintendent	Cynthia A. Trigg is an experienced educator and administrator with 25 years of service. Mrs. Trigg earned a Master of Education in School Administration. She also earned a Professional Mid-Management Administrator Certificate and a Superintendent Certificate. Mrs. Trigg is responsible for providing support for the implementation and final accountability for all programs implemented within the organization. Her oversight of the Capital Budget and enrollment management has produced expenditures for school construction that funded the opening of a new career technology and modernizations to prepare for the expansion of additional schools.
2.	Project Manager	TBA This position will oversee all aspects of the development, implementation and management of the redesign project. The position will require a Bachelor's degree in education or related field. Special knowledge and skills include strong communication, public relations and interpersonal skills. Experience in nonprofit management required. The Project Director will coordinate trainings and mentoring other counselors in the curriculum and required standards, take responsibility for ensuring that students utilize services available in the School on a continuous basis and will work closely with the instructional staff to ensure that the program's curriculum and other services are aligned with program rules.
3.	Truancy Counselors	The truancy counselors will meet with students and parents to address student's needs and issues regarding attendance and other programs as needed.
4.	Graduation Coaches	The graduation coaches will assist students in developing graduation plans including preparing students for college and other certificate programs, dual credit, SAT/ACT testing, etc.

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.	Increase graduation rates by 10% each year for the next 5 years	1. Planning period, develop final Redesign program	08/28/2017	12/31/2017
		2. Hire grant personnel needed for implementation	08/28/2017	12/31/2017
		3. Implement Redesign Program	01/01/2018	07/31/2019
		4. Review data for each student to determine status	01/01/2018	07/31/2019
2.	Increase attendance rates by 10% each year for the next 5 years	1. Planning period, develop final Redesign program	08/28/2017	12/31/2017
		2. Hire grant personnel needed for implementation	08/28/2017	12/31/2017
		3. Implement Redesign Program	01/01/2018	07/31/2019
		4. Review data for each student to determine status	01/01/2018	07/31/2019
3.	Completion of certificate programs, 60% by 2019	1. Planning period, develop final Redesign program	08/28/2017	12/31/2017
		2. Hire grant personnel needed for implementation	08/28/2017	12/31/2017
		3. Implement Redesign Program	01/01/2018	07/31/2019
		4. Review data for each student to determine status	01/01/2018	07/31/2019
4.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
5.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: **057-834**

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.

As per **Federal Statutory Requirements**, the district staff feels confident that they have the **sustainability and commitment** to provide adequate resources and related services to the campus to implement, fully and effectively, the required activities of the School Redesign Program. The district has demonstrated a great need for the funds as well as a strong commitment from the Board of Trustees, Superintendent, Campus Principal, Counselors, Teachers, Site-Based Decision-Making Committees (SBDM), Campus Administration, Parents, and Community Members to ensure that the funds are used to provide adequate resources to enable the campus to raise substantially the achievement of our students.

Campus Support: EACS administration will require the campus staff to document that a minimum of 100% percent of the faculty support involvement and agree to implement the key practices of the School Redesign Program. The campus will appoint a Project Director to manage all activities, participate in staff development on topics determined from the CNA improvement plan, enlist district and campus support for the initiative, and participate in all required training. All campus faculty and administrators will participate in all staff development held at the school.

Teachers and Principal Support: As part of the School Redesign Program, the program partners and other professional development programs will provide teachers and administrators with quality materials, research, and coaching to effectively implement actions to address key practices. The professional development workshops will provide all school personnel with an opportunity to actively develop improvement plans, review current school data, and determine next steps. The campus will visit high-performing sites with similar demographics to determine strategies likely to impact student achievement.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project EvaluationCounty-district number or vendor ID: **057-834**

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.	Data collection regarding Graduation rates	1.	Test scores
		2.	Improved academic performance
		3.	Attendance records
2.	Data collection regarding attendance rates	1.	Daily attendance records
		2.	Program activity attendance
		3.	Course completion records
3.	Data collection regarding completion of certificate program, students in workforce	1.	Number of certificates awarded
		2.	Students who have graduated
		3.	Employment records
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

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

The campus will solicit feedback and monitor progress on an on-going basis. The campus staff will use the information gathered to provide for continuous improvement of the project. The Leadership team, Project Director, and campus staff will ensure feedback and continuous improvement through internal and external evaluations that assess the program's efficiency in meeting the stated goals and measurable objectives. Evaluations will be used to monitor and adjust the program, as the stakeholders deem appropriate. The absolute priority is for the campus to meet and exceed the state and local academic standards.

The district and campus will track the progress towards meeting the Critical Success Factors and milestones through Quarterly Implementation Reports. Tracking these Critical Success Factors are important because they reflect the necessary behavior changes that must be demonstrated by students at the campus and by adults working on their behalf. The utilization of the Quarterly Implementation Reports demonstrates the campus' commitment to ensuring it meets AYP and exits improvement status. Quarterly Implementation Reports, End-of-Year Reports, and Final Evaluation will address the following:

- The extent to which the activities of the project were implemented as planned;
- The effectiveness of the activities in achieving the goals and objectives of the project;
- The impact of the project activities on the participants; and
- The extent to which the performance targets were met.

Program staff will monitor the academic progress reports, attendance, discipline referrals, and program absence reports. Analysis of the data will be performed on a frequent and continuous basis to yield feedback to the Principal, Leadership team, Project Director, and staff on a timely basis. The information will serve as a resource in the decision-making for continuous improvement on the program. The methods of evaluation referenced above will provide the ability for team members to examine the effectiveness of the project strategies.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **057-834**

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.

EACS campus has been identified as a priority school. During the planning period for this grant our leadership team will develop and write a new school improvement plan to incorporate the School Redesign Program.

The campus will engage in necessary efforts to align and complement existing school improvement strategies, goals and interventions in our final approved School Redesign grant, in order to effectively deliver a single and comprehensive school improvement plan.

Our school improvement plan will also incorporate the Critical Success Factors and Milestones. Milestones are the key strategies that establish the foundation on which the CSFs are built. The applicant must develop activities that ensure each of the milestones is met. The milestones for each CSF include, but are not limited to, the following:

1. Improve Academic Performance, including (but not limited to) Reading ELA/Math

- Data-Driven Instruction
- Curriculum Alignment (both horizontal and vertical)
- On-going Monitoring of Instruction

2. Increase the Use of Quality Data to Drive Instruction

- Data Disaggregation /Training
- Data-Driven Decisions
- On-going Communication

3. Increase Leadership Effectiveness

- On-going Job Embedded Professional Development
- Operational Flexibility
- Resource/Data Utilization

4. Increase Learning Time

- Flexible Scheduling
- Instructionally-focused Calendar
- Staff Collaborative Planning

5. Increase Parent/Community Involvement

- Increased Opportunities for Input
- Effective Communication
- Accessible Community Services

6. Improve School Climate

- Increased Attendance
- Decreased Discipline Referrals
- Increased Involvement in Extra/Co-Curricular Activities

7. Increase Teacher Quality

- Locally Developed Appraisal Instruments
- On-going Job Embedded Professional Development
- Recruitment/Retention Strategies

The Critical Success Factors (CSFs) are evidence-based research elements found within the Texas Accountability Intervention System (TAIS) that address practical areas for implementing improvement.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **057-834**

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.

EACS is a schoolwide charter which serves 3 campuses with over 800 students in grades 9-12. Our financial staff in addition to our Superintendent and Project Director will monitor all funds including the School Reform Grant funds and Title I funds. In distributing funds to schools, an EACS allocates to each participating school an allocated amount. EACS initially reserve funds as needed to provide services to homeless students, as well as funds to meet a number of statutory set-asides, such as for parent involvement and professional development to ensure that all teachers are highly qualified. EACS reports expenditures that are actually disbursed for goods and services and maintain adequate documentation of those disbursements.

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.

EACS will during our planning phase develop rigorous review processes to recruit, screen, select, and evaluate any external partners with whom we will partner. Currently we partner with three community colleges to provide certification programs: Houston Community College, Dallas County Community College, and Lamar Institute of Technology. Numerous local businesses have included letters of support for the program as well.

By the start of School Reform Program full-implementation (January 2018), the campus will have key partnerships in place that will enable success our Reform program. Key partnerships include:

Partnership between the school and an institute of higher education that:

- Is marked by a signed Memoranda of Understanding with current signature each year of implementation.
- Defines the partnership between the campus and the IHE and addresses topics including, but not limited to: the allocation of costs for tuition, fees, textbooks, and student transportation;
- Defines an active partnership between the school and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
- Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the School Reform program.

By the start of implementation year (January 2018), the LEA and key partners will have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the Redesign program and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **057-834**

Amendment # (for amendments only):

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.

EACS will align other Federal, State, and local resources to carry out the activities supported with funds received under this subsection.

We currently do not have other programs similar to the School Reform program. We will be utilizing other funds to cover salaries that we have budgeted for in the Reform program. The district will be paying 50% of salaries for the Project Director and the Outreach specialist.

To ensure that the program continues after the grant period, the campus will actively look for funding sources that help support and sustain this program over an extended period of time. The campus' plan for sustainability will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources.

As per Federal Statutory Requirements, the campus will help sustain this initiative after the end of the program by enforcing a sustainability plan. The sustainability plan will include a procedure to include an active and careful examination of the following approaches to seek effective avenues to ensure that the program continues beyond the grant period:

- Make better use of existing resources;
- Maximize federal, state, and local revenue;
- Create more flexibility in existing streams;
- Continue building public-private partnerships; and
- Generate newly dedicated revenue.

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.

EACS administrators and campus administrators understand the need for the campus to have operational flexibility in order to implement a successful comprehensive school reform project. The district will employ a Project Director who will work and coordinate with the Superintendent's office and the campus principal, teacher leaders, service providers, teachers, parents, and students regarding operational flexibility.

EACS currently offers our students an operational flexible school day due to the make-up of our student population. EACS offers two sessions during the day and students enroll into one of the two sessions. The morning session, which operates from 7:40 to 11:40 am, and the afternoon session takes place from 12:15 to 4:20 pm. Both sessions attracts students who are attempting to regain their position in their class and return to regular high school. Evolution Academy provides tutoring for any student enrolled. A number of students approaching graduation who are short on credits often enroll to complete one or two courses needed to graduate.

In response to campus needs, campus leadership will provide operational flexibility regarding budgeting, HR practices, staff development and school calendar as is determined necessary.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **057-834**

Amendment # (for amendments only):

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.

EACS's Redesign program plans to incorporate the Critical Success Factors into our final Redesign program and our updated school improvement plan. These 7 success factors are each backed up with evidence-based strategies. The following are examples:

CSF 1: Improve Academic Performance

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

CSF 2: Increase the Use of Quality Data to Drive Instruction

The use of quality data to drive instructional decisions can lead to improved student performance (Wayman, 2005); (Wayman, Cho, & Johnston, 2007); (Wohlstetter, Datnow, & Park, 2008). This CSF emphasizes effective uses of multiple sources of disaggregated data.

CSF 3: Increase Leadership Effectiveness

Leadership effectiveness targets the need for leadership on campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Examples of successful school turnaround efforts without effective leadership are rare (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

CSF 4: Increase Learning Time

Research promotes a three-pronged approach to Increased Learning Time that includes the following elements: (a) increased academic learning time; (b) increased enrichment activities; (c) and increased teacher collaboration and professional development. Increased learning time necessitates strategies that maximize the number of sustained, engaging instructional minutes, the result of which is "higher academic achievement, especially for disadvantaged students" (Jez & Wassmer, 2011).

CSF 5: Increase Family and Community Engagement

Family and community engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services. Parent, family and community involvement has a direct correlation with academic achievement and school improvement. When school staff, parents, families, and surrounding communities work together to support academic achievement, students tend to earn higher grades, attend school longer and more regularly, and eventually enroll in programs of higher education (Barton, 2003).

CSF 6: Improve School Climate

The connection between school climate and student achievement has been well established in research. Focusing on the development of a campus' climate as a learning environment is fundamental to improved teacher morale and student achievement (Nomura, 1999).

CSF 7: Increase Teacher Quality

Teacher quality focuses on the need to recruit and retain effective teachers while supporting and enhancing the knowledge and skills of current staff with job-embedded professional development. Over two decades of research has demonstrated a clear connection between teacher quality and increased student performance. The evidence shows that low-income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers (Nye, Konstantopoulos, & Hedges, 2004). Students enrolled in successive classes taught by effective teachers show greater gains in student performance than student groups taught by less effective teachers (Sanders & Rivers, 1996).

This information can be located at the following http://www.esc20.net/default.aspx?name=sup_ss.CSF.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **057-834**

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.

EACS is a single campus located in Richardson Texas and our campus qualified for the grant as a Priority School. The campus administrators reviewed all related documentation in order to understand the goals and objectives of the School Redesign grant. Once the district personnel determined that the campus had a substantial need to apply for this grant, the **Leadership team** (CEO, Campus Principal, Counselor, Staff, and Teachers) met to discuss the grant and it's implications. The Leadership team considered current campus accountability rating and other test scores and have decided to implement a Redesign model to address these needs.

We also held several meetings with our staff, parents, students, and community stakeholders during the months since the grant was released in May-June 2017. This group reviewed multiple measures of data including student achievement data, prior year STAAR data, student demographic data, student attendance, student survey's, parental involvement data, social services provided, and other pertinent data. The data was then reviewed by the entire school community - administrators, teachers, staff, families, and community members - in order to develop school improvement goals that are based on data and supported by all stakeholders.

The campus currently has 500 students in grades 9-12 who will participate in the grant. Our Redesign plan will provide educational services to high-need and disconnected students with access to a new campus reform system:

1. Graduation Coaches – will assist students in developing graduation plans and identify their career goals including dual-credit programs that allow students to earn academic credits while also completing a certification course. EACS's graduation rate is currently 34.2% compared to state average of 89.0%
2. Truancy Counselors – will work with students and parents to improve attendance rates and to improve school climate. EACS's attendance rate is currently 75%, state average is 95%, the campus also has a mobility rate of 80.5%, state average is 16.5%
3. Student Mentors - Once students complete the certification process, the Redesign program staff will link them to a job in the community. We will utilize Student Mentors to shadow students as they transition to the workforce. The program will also subsidize the students' wages for two weeks to incentivize employers to work with our target population.

The educational philosophy of Evolution Academy Charter School is to teach according to the needs of the individual student while maintaining a commitment to achievement and standards. Using technology as a management and delivery tool, as well as off-computer activities emphasizing hands-on learning, students will proceed through the TEKS standards. An ordered scope and sequence will be developed to align the TEKS curriculum. All students will be given a variety of quality continuous assessments to make sure that skills are mastered. The school will use the TEKS standards as the basis for instruction. Instruction through portfolio assessment and technology will be individualized for each student. The computer-based curriculum, is aligned with all objectives and goals based on Texas standards and will be used as the organization of the curriculum. The curriculum will be woven through the following components of instruction:

- (1) TEKS Based Standards in ELA, Science, Math and Social Studies
- (2) Standards basic skills and accelerated instruction
- (3) Project-based learning aligned with student interests and standards

Our instructional approach will focus on how the TEKS objectives will be taught in the areas of English Language Arts, Math, Science and Social Studies. Using the Gradual Release Model and the Five E Instructional Model, students will receive a combination of project, computer, and direct instruction. The gradual release of responsibility indicates a progression from teacher modeling to shared reading and writing, to guided reading and writing in small groups and sustained reading and writing. This approach will be used to ensure that once the skills are introduced, the student is able to retain the process. The components of the Five E Instructional Models are: Engage, Explore, Explain, Elaborate and Evaluate. This approach ensures that students are actively engaged in learning as well as reflecting upon their learning to make sense.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County-district number or vendor ID: **057-834** Amendment # (for amendments only):

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.

EACS Redesign program has been described on page 24 and page 7. Our students in grades 9-12 are students who have not been academically successful in other high schools in our area (there are 32 independent school districts in EACS's service area). EACS currently provides educational innovations through the following services which will be kept in place with the addition of services noted in our Redesign program:

- An optional flexible school day.
- Credit Recovery Program
- Dual Credit for Education Advancement
- An emphasis on the use of technology in school and at home;
- A strong team teaching format;
- An individual approach to instruction for each student

The use of specific academic programs that have been selected for their demonstrated effectiveness;

- Special emphasis on multicultural awareness
- Instruction in character and ethics;
- An emphasis on family and community engagement throughout the school

EACS serves a socioeconomically and educationally disadvantaged population. Ninety-seven percent of its students are at risk of dropping out of high school and 67 percent are socioeconomically disadvantaged minorities. Community poverty is closely correlated with the academic attainment levels of its young adult population. EACS students are more likely to live in households with little experience of academic success. Four out of ten EACS parents did not graduate high school and fewer than one in ten graduated from college. Low levels of academic achievement among parents makes it difficult to help their children effectively with homework, engage teachers in meaningful dialogue regarding their child's academic needs, or act as role models for their children's academic aspirations. A combination of poverty and low academic attainment within the EACS communities results in students entering our school performing well below grade level and out of grade level cohorts. Students entering Evolution Academy are even less prepared for academic success, timely graduation, and college enrollment. Students entering the 9th grade at a turnaround school ranks in the bottom one percent for both English and Math proficiency.

EACS is currently experiencing an increase in enrollment coupled with a decrease in student attendance rates. In order to effectively re-engage our high-risk and disconnected students, EACS is seeking grant funding to support the implementation of the program. This program will strive to incentivize students to attend academic classes regularly in order to be eligible for certificate training and job placement services. Throughout this process, students will receive individual graduation plans and case management services designed to address attendance, academic issues, and job readiness. Through these efforts, EACS will work to increase student attendance, increase graduation rates, and enable students to realize their own potential as they transition into the workforce. What makes this program innovative is the use of a team of mentors that will provide targeted case management services throughout the program. Students will meet regularly with their team of mentors as they work to complete the certification process. Through providing a web of student support services, this program will work to increase student attendance and achievement rates by offering direct job readiness and job placement services. This program will address student needs holistically in order to ultimately prepare them to succeed in joining the workforce.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **057-834**

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.

EACS selected the Turnaround model because it met the needs of our campus, students, teachers and staff. The other 2 options Restart and Closure were not options for our campus. The Turnaround model allows the campus to meet our program goals:

Increase the number of students who earn high school diplomas, currently our graduation rate is 34%.

Increase the number of students who become college ready, currently our students who graduate College and Career ready is 6.3% with a state average of 74.5% and our students who complete 2 or more advanced/dual credit course is 1.6% with a state average of 48.1%

Decrease the student drop rate by expanding the school's capacity to provide dropout recovery resources to students who have dropped out of high school, currently our dropout rate is 65% with a state average of 2.1%.

As was mentioned previously EACS serves a socioeconomically and educationally disadvantaged population. Ninety-seven percent of its students are at risk of dropping out of high school and 67 percent are socioeconomically disadvantaged minorities.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **057-834**

Amendment # (for amendments only):

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

☐ Phase-in Redesign

☒ Whole-School Redesign

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

Whole-School Redesign - The implementation of our school redesign will take place across all grade levels, 9-12, at once and completely and immediately replaces the original campus after the 6 month planning period. EACS is aware that 6.7 million disconnected youth cost taxpayers \$93 billion annually and \$1.6 trillion over their lifetimes in lost revenues and increased social services, making this issue both compelling and urgent. While all youth have potential, connecting these young people to education or employment will change the trajectory of their lives, as well as benefit their community and our nation as a whole. In order to effectively re-engage our high-risk and disconnected students the district will implement our Redesign program through the whole-school redesign model which will impact all students across all grade levels, 9-12.

Curriculum and Instruction

The curriculum will be aligned with TEKS and TAKS, while the instructional methods are driven by the application of the Principles of learning. School and district Learning Walks monitor instructional "best practices". Students will be encouraged to take the more rigorous Dual Credit courses and supported through the use of Richland College programs. There will be a focus and support for engaging in career pathways and matriculating through a sequence of courses aligned with a major which will prepare students for their selected postsecondary experience. Emphasis will be on literacy and Math skills, providing teachers and students with instructional support to improve both of these areas. Authentic learning experiences will be the norm, using interdisciplinary learning experiences to achieve that goal.

Professional Development

Professional development will include training in best practices using the principles of learning model, and training for effectively teaching Dual Credit Courses. Additional Professional Development will include teaming, integrating technology with curriculum, using distance learning effectively, developing authentic learning activities and developing interdisciplinary units. The Institute for learning will also provide training and technical support for the systemic reform by addressing these five principles: 1) Commitment to an effort based concept of intelligence and education, 2) coherence in the instructional program, 3) culture of direct observation, critical analysis and two way accountability for improvement of instructional practice and performance, 4) continuous professional learning focused on improving practice and performance, and 5) classroom instruction that prepares every student to meet or exceed standards as the primary focus for time, support and change.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **057-834**

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.

Operational Flexibility Plan - the model the district will use is the **Applicant Assurance plan** – EACS will provide 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. EACS currently offers operational flexibility which will continue throughout the grant program. Two sessions are offered during the day in which students enroll into one of the two sessions. The morning session, which operates from 7:40 to 11:40 am, and the afternoon session takes place from 12:15 to 4:20 pm. Both sessions attracts students who are attempting to regain their position in their class and return to regular high school. Evolution Academy provides tutoring for any student enrolled. A number of students approaching graduation who are short on credits often enroll to complete one or two courses needed to graduate.

A student demonstrates college readiness by satisfying all of the following requirements:

- the student must achieve a passing score on the TAKS/ STARR state exam and
- earn credit for high school courses required to Texas graduation program.

The goals of the Redesign Program are to do the following:

- Increase the number of students who earn high school diplomas;
- Increase the number of students who become college ready;
- Decrease the student drop rate by expanding the school's capacity to provide dropout recovery resources to students who have dropped out of high school.

EACS administrators and campus administrators understand the need for the campus to have operational flexibility in order to implement a successful comprehensive school reform project. The district will employ a Project Director who will work and coordinate with the Superintendent's office and the campus principal, teacher leaders, service providers, teachers, parents, and students regarding operational flexibility.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **057-834**

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.

EACS had decided to implement our Redesign Program through a planning phase and then an implementation phase. Our budget will reflect a planning phase which consists of mostly salaries in order that our leadership team can complete the following:

- Finalize EACS Redesign Program
- Finalize a new school improvement plan
- Research best practices specific to our unique campus student population
- Evaluate social services that may be needed to encourage students to stay in high school
- Design process for hiring a Redesign Partner, then interview and select a partner
- Evaluate our current course offerings and develop expand agreements with our local colleges
- Hire necessary staff to support our Redesign Program
- Notify and educate students, parents, and community members regarding our Redesign Program

Our planning period will start on August 28, 2017 and end on December 31, 2017.

Our implementation program will start on January 1, 2018 and end on July 31, 2019.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **057-834**

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 Partner – during our planning period the EACS leadership team will develop and research a school redesign partner that will meet all of the required qualifications. Due to the district's unique structure in providing students with a more or less last-chance at high school graduation finding a redesign partner has proved difficult. Current community colleges the campus will partner with to provide certification programs include: Houston Community College, Dallas County Community College, and Lamar Institute of Technology. Also numerous local businesses have included letters of support for the program as well.

The redesign partner must be able to demonstrate evidence of increasing student achievement in low-performing schools and also must demonstrate evidence of working with high-risk students who are at risk of dropping out of high school, grades 9-12.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **057-834**

Amendment # (for amendments only):

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

During our planning phase EACS will recruit and select high-capacity leadership team members with a track record of increasing student achievement in low-performing schools and/or similar learning environments to develop and implement the school redesign. The district will need personnel who have experience and expertise in the areas of high school dropout students as well as knowledge in social services, community outreach, graduation plan development, career design pathways and business/school partnerships.

The district has budgeted for professional development workshops, seminars, etc., in order to be able to expand our staff's knowledge in all the areas concerned with our Redesign program.

Professional development will include training in best practices using the principles of learning model, and training for effectively teaching Dual Credit Courses. Additional Professional Development will include teaming, integrating technology with curriculum, using distance learning effectively, developing authentic learning activities and developing interdisciplinary units. The Institute for learning will also provide training and technical support for the systemic reform by addressing these five principles: 1) Commitment to an effort based concept of intelligence and education, 2) coherence in the instructional program, 3) culture of direct observation, critical analysis and two way accountability for improvement of instructional practice and performance, 4) continuous professional learning focused on improving practice and performance, and 5) classroom instruction that prepares every student to meet or exceed standards as the primary focus for time, support and change.

Support Service Activities - Students will be supported through teacher/advisor mentors model. Using these resources students will be encouraged to enroll in more rigorous courses and each student will have an individual graduation plan identifying his/her strengths, weakness, course of study, graduation plans and identifying any assistance that may be needed to keep track and to matriculate to post- secondary education.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and ParticipationCounty-District Number or Vendor ID: **057-834**

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	X	X	X

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **057-834**

Amendment number (for amendments only):

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

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

Barrier: Gang-Related Activities

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

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **057-834**

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **057-834**

Amendment number (for amendments only):

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **057-834**

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Tuancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **057-834**

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **057-834**

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: