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	
Grant Period:	August 28, 2017, to July 31, 2019	
Application deadline:	5:00 p.m. Central Time, July 13, 2017	Place date stamp here
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
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 #
Austin ISD	227-901	Burnet Middle School-046	
Vendor ID #	**ESC Region # 13**		DUNS #076933746

Mailing address		City	State	ZIP Code
1111 W. 6th Street- C230		Austin	TX	78703-

Primary Contact

First name	M.I.	Last name	Title
Mary	L	Thomas	Director

Telephone #	Email address	FAX #
512414-3280	mary.thomas@austinisd.org	512 414-1791

Secondary Contact

First name	M.I.	Last name	Title
Alison		Fears	Administrative Supervisor

Telephone #	Email address	FAX #
512 414-9965	Alison.fears@austinisd.org	512 414-1791

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
Mary   L   Thomas   Director
Telephone #   Email address   FAX #
    512 414-3280   Mary.thomas@austinisd.org   512 414-1791

Signature (blue ink preferred)   Date signed

Mary L Thomas   *July 13, 20A*

Only the legally responsible party may sign this application.

701-17-101-054

Schedule #1—General Information

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

Part 3: Schedules Required for New or Amended Applications

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

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

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

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

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

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

Part 1: Required Attachments

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

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

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

Part 2: Acceptance and Compliance

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

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

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Schedule #2—Required Attachments and Provisions and Assurances

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

Part 3: Program-Specific Provisions and Assurances

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

#	Provision/Assurance
1.	Grant funds awarded will supplement (increase the level of service), and not supplant (replace) State and local funds. The applicant provides assurance that each school served with these grant funds will receive all of the State and local funds it would have received in the absence of this award. The applicant's methodology used to allocate State and local funds to each school will demonstrate compliance with this assurance.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the campus it proposes to serve will receive all the State and local funds it would have received in the absence of funds received under this grant.
4.	The applicant provides assurance that it will engage in the necessary effort to align and complement existing school improvement strategies, goals, and interventions in their final approved grant, in order to effectively deliver a single and comprehensive school improvement plan.
5.	The applicant provides assurance that it will, in alignment with its selected school redesign model, implement one or more evidence-based strategies.
6.	The applicant provides assurance that it will provide access for onsite visits to the LEA and campus by TEA and its contractors.
7.	The applicant provides assurance to participate in a formative assessment of the LEA's capacity and commitment to carry out the selected school improvement intervention model at periods during implementation.
8.	The applicant provides assurance to participate in and make use of technical assistance and coaching support provided by TEA Division of System Support and Innovation and/or its subcontractors.
9.	The applicant provides assurance to attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
10.	The applicant provides assurance that the necessary operational flexibility (such as staffing, calendars/time, and budgeting) will be provided to campus leadership and the school redesign partner to fully develop and implement a school redesign. For those selecting the District of Innovation operational flexibility plan, this includes an assurance that exemptions received through the DOI innovation plan will be extended to the campus developing and implementing a school redesign plan.
11.	The applicant provides assurance that they will identify and contract with a redesign partner on or before December 1, 2017.

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

Austin Independent School District's (AISD) Burnet Middle School and is a Title I campus serving 6ᵗʰ through 8ᵗʰ grades. The most prominent factors challenging Burnet each school year are its 22.1% plus average student mobility rate, over 52% English Language Learners, and 14.4% Special Education students. 90.7% of students were classified as Economically Disadvantaged during the 2015-2016 school year. (2016 TAPR Data) . Discipline issues and the effect of suspensions on student attendance, and climate and culture contribute to campus challenges. Burnet met state standards for accountability in 2012-2013, 2013-2014, and 2014-2015. However, the school had an "Improvement Required" rating for the 2015-2016 school year and is anticipated to be IR again for the 2016-2017 school year. Burnet has been on the Federal Priority School list since the 2013-2014 school year, and was a TTIPS school during 2012-2013. One of Burnet's obstacles is its four different principals in the past four years, with the most recent leadership change occurring in the Spring semester of the 2016-17 school year

AISD believes that all students should graduate college-, career-,and life-ready. The District is committed to ensure that all students perform at or above grade level in reading and math. AISD uses a variety of factors to evaluate school performance. In addition to STAAR data, the District uses other quantitative and qualitative data to identify low-performing schools. Leadership experience, teacher turnover rates, student attendance rates, student discipline data, and survey data from staff, students, and parents are used to determine the level of support a campus will need.

In 2016, 114 (87.7%) of 130 AISD campuses Met Standard or Met Alternative Education Standard under the state's accountability system. Seven campuses (5.4%) were rated Improvement Required and nine campuses (6.9%) were not rated. Under the federal accountability system, four (5.1%) of the district's 78 Title I schools were identified as Priority schools for 2016-17 and six (7.7%) were identified as Focus schools. Overall 12.5% percent of AISD students are enrolled in schools identified as Improvement Required under the state accountability system or Focus/Priority under the federal accountability system.

To support low performing schools, the District places an intense focus on strong core instruction. Principals are expected to develop clear expectations for instructional systems with intent to reduce/eliminate instructional variability. The school also implements supplemental programs and resources to address gaps in student performance. Experienced principals in the Office of Teaching and Learning provide direct assistance to schools through training on data analysis, supporting lesson planning, conducting classroom instructional rounds, providing model lessons, and coaching campus leaders. Implementation visits are used to diagnose issues and concerns to provide timely support. The District also evaluates the campus and classroom culture to ensure students are provided adequate support for their social emotional needs.

As a school in need of improvement, Burnet Middle School will implement the Turnaround School Redesign Model to execute research based strategies designed to improve student performance by strengthening campus systems and the instructional core. The decision to implement the Turnaround School Redesign model was based upon the outcome of a robust needs assessment which identified problem statements and systemic root causes based upon numerous data sources including disaggregated STAAR results, student attendance, discipline reports, and staff, teacher, and study survey results. To address the identified root causes, the Campus Improvement Team (CIT) identified several strategies to include in the Turnaround School Redesign.

The Turnround School Redesign will be implemented Whole-School to ensure that all students are exposed to the turnaround strategies and provided the necessary supports to be successful. Austin ISD is an approved District of Innovation with exemptions from teacher certification for CTE and Tech Apps high school credit courses, length of school day, first and last day of school, and minimum attendance required for course credit. Burnet Middle School is eligible to apply for these exemptions in alignment with the District of Innovation guidelines to provide more learning time for teachers and for students.

AISD has partnered with The New Teacher Project (TNTP) to provide external evaluation and feedback on systemic

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID:	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.

barriers to student success. TNTP has been successfully providing schools with staffing and systemic solutions for over twenty years. TNTP will assist with the recruitment, development and retention of high-quality professionals as AISD seeks to implement systemic high-functioning Professional Learning Communities, evidence-based literacy and numeracy strategies, and social-emotional learning. Burnet will also continue to refine and improve its implementation of the Strategic Instruction Model that is an evidence-based framework for student success.

In the 2017-2018 school year, Burnet Middle School will continue to serve grades 6-8 by implementing intentional school-wide turnaround strategies for improvement. The implementation of this turnaround will result in increased student performance and increase positive responses on student, parent, and staff surveys. Other indicators of success will be evaluated using classroom observation data and an internally developed survey to evaluate the implementation of the turnaround program.

The turnaround strategies will address all Critical Success Factors (CSFs), which are research-based strategies designed to improve student achievement. To address leadership effectives, a new principal was appointed during the spring semester of 2016-2017 school year to increase staff trust. A new Assistant Principal was added for additional support The campus will also have an Academic Dean to oversee the development of school-wide curriculum and instruction. A Project Coordinator will oversee the campus Instructional Coaches and coach teachers to successfully implement the PLC training, District Literacy Plan, and District Numeracy Plan, and SEL. Three additional instructional staff will be hired including a math teacher, an ELA teacher, and a Literacy Specialist.

The education plan is aligned with the District's Academic Vision focused on literacy, "power skills", whole child, and transformative use of technology. By implementing the Professional Learning Community (PLC) model, teachers will align instruction, content and assessment to state standards. PLC's will collaborate on effective implementation of rigorous instruction that supports literacy and numeracy for all students, resulting in increased academic performance. Burnet will fully implement the District's Literacy Plan components including Structured Independent Reading. Teachers will be trained using Institute for Learning's framework to develop engaging math lessons and high-level tasks. Finally, Burnet will offer specific innovative programs to increase the academic rigor such as Coding, Problem-Based Learning, Texas Success Initiative prep, and Dual Language courses.

The school culture plan will focus on the integration of social emotional learning (SEL) strategies including Restorative Practices training and the establishment of a high functional SEL Campus Steering Committee. The New Teacher Project will work with teachers and administrators to work with systems, policies and personnel to improve school climate. The campus will have an intentional focus for all students on postsecondary readiness in order to positively impact school culture and climate

The school talent plan will ensure that the Leadership Team, consisting of the Principal, Assistant Principals, Academic Dean, Instructional Coaches, and Department Chairs, have the skills necessary to effectively coach teachers on the implementation of the turnaround strategies. In collaboration with the Office of Human Capital and TNTP, campus administration will develop teacher profiles and a campus-specific hiring protocol. TNTP will provide additional training, coaching and support for effective leadership strategies.

To implement these strategies, the District has developed a timeline that includes objectives and milestones for key activities. Implementation of this turnaround plan will result in increased student performance and positive responses on climate surveys. By 2018-19 school years, The All Students groups will increase passing rates by 20 percentage points in Reading, Writing, Social Studies, and Math. Also, by 2018-19, the number of students removed for disciplinary reasons will be reduced from 23.32% of the student population to 13% or less, and reduce incidents resulting in suspension by 25%. Student, parent, and staff survey results for school indicators will meet or exceed the District average.

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Schedule #6—Program Budget Summary						
County-district number or vendor ID:				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	$5,780	$510,000	$	$599,350
Schedule #8	Professional and Contracted Services (6200)	6200	$91,400	$169,100	$	$260,500
Schedule #9	Supplies and Materials (6300)	6300	$1,500	$	$	$1,500
Schedule #10	Other Operating Costs (6400)	6400	$	$	$	$
Schedule #11	Capital Outlay (6600)	6600	$	$	$	$
	Consolidate Administrative Funds				☐ Yes ☐ No	
	Total direct costs:		$	$	$	$861,350
	Percentage% indirect costs (see note):		N/A	$	$	$
	Grand total of budgeted costs (add all entries in each column):		$	$	$	**$861,350**

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

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

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID:			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		$	$240,000	$240,000
2	Educational aide			$	$	$
3	Tutor			$	$	$
Program Management and Administration					
4	Project director			$	$	$
5	Project coordinator	1		$	$150,000	$150,000
6	Teacher facilitator			$	$	$
7	Teacher supervisor			$	$	$
8	Secretary/administrative assistant			$	$	$
9	Data entry clerk			$	$	$
10	Grant accountant/bookkeeper			$	$	$
11	Evaluator/evaluation specialist			$	$80,000	$80,000
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	Literacy Specialist	1		$	$120,000	$120,000
22	Title			$	$	$
23	Title			$	$	$
24	Subtotal employee costs:			$	$	$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay			$9250	$	$5,780
26	6119	Professional staff extra-duty pay			$	$	$
27	6121	Support staff extra-duty pay			$	$	$
28	6140	Employee benefits			$	$	$
29	61XX	Tuition remission (IHEs only)			$	$	$
30	Subtotal substitute, extra-duty, benefits costs			$	$	$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$9350	$590,000	$599,350

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

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID:	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	PLC Training	$7500	$	$7,500
2	Restorative Practices Training	$2800	$	$2800
3	Mathematics Institute for Learning (IFL) Training	$5100	$	$5100
4	Mathematics Lesson Lab IFL Training	$5100	$	$5100
5	Leadership Team Coaching and Support (TNTP)	$45,900	$100,845	$146,745
6	Recruitment, Hiring, and Retention of Staff (TNTP)	$	$68,255	$68,255
7	Community Engagement Strategy and Support (TNTP)	$25,000	$	$25,000
8		$	$	$
9		$	$	$
10		$	$	$
11		$	$	$
12		$	$	$
13		$	$	$
14		$	$	$
b.	Subtotal of professional and contracted services:	$91,400	$169,100	$260,500
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$	$	$
	(Sum of lines a, b, and c) Grand total	$	$	$260,500

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

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Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID:		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:	$1,500	$	$1,500
	Grand total:	$	$	**$1,500**

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

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Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID:	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	939	90.29%	PEIMS Submission 1 Report
Limited English proficient (LEP)	612	58.85%	PEIMS Submission 1 Report
Disciplinary placements	67	6.44%	PEIMS Submission 1 Report
Attendance rate	NA	92.40%	Preliminary PEIMS Submission 3 Files
Annual dropout rate (Gr 9-12)	NA	%	

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
							359	342	339					1040

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Schedule #13—Needs Assessment	
County-district number or vendor ID:	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.

Burnet conducted a comprehensive needs assessment with the involvement of diverse stakeholders. To ensure ongoing participation from the stakeholders, Burnet established a Campus Intervention Team (CIT) that included both campus administration and members of the Campus Advisory Committee, which consists of staff members, parents, students, non-profit organizations, and community members. AISD's Office of the Chief of Schools and the Accountability Department provided support and guidance as needed.

The needs assessment for Burnet Middle School began with an analysis of a wide range of campus data According to 2016 TAPR data, of the 1021 students at Burnet, 84.0% are Hispanic, 8.5% are African American, and 3.8% are White. In addition, 90.7% are Economically Disadvantaged, 52% are English Language Learners, and 14.4% are receiving Special Education services. Data for 2017 STAAR indicated that 54% of students met standard on the Reading STAAR; 51% on the Math STAAR, 49% on Writing STAAR, 23% on Social Studies STAAR and 58% on Science STAAR exams respectively. 2016 Discipline data also showed a disproportionate % of Disciplinary removals at Burnet Middle School compared to the District Averge for Middel Schools. In the 2016-2017 school year, 44.8% of discipline incidents resulted in Home School suspension, compared to a district MS average of 11.8% and 20.55% of Burnet MS students were suspended. Additional data that was examined included state and federal rating indicators, student test results, attendance, discipline, graduation rates, surveys, and feeder school indicators. Data points of concern are recorded for each of the seven TEA Critical Success Factors (Academic Performance, Use of Quality Data to Drive Instruction, Leadership Effectiveness, Increased Learning Time, Family and Community Engagement, School Climate, and Teacher Quality).

Because Burnet participated in the improvement process the prior year, a review of the end of year results and reflection was conducted. This process aids in the identification of persistent problems, systems to discontinue due to ineffectiveness, and systems to continue and/or modify. Then the data points of concern that had the most significant negative impacts on campus success are identified and selected to move forward in the process as problem statements.

A root cause analysis was conducted in three phases for each of the problem statements. The first phase is the "10,5,5" protocol, where team members wrote ten possible causes of the problem statement, then five more, and finally five more. These responses were then grouped into related categories. The second phase is the "Two Circles" protocol, where team members decided which of the categories are directly under their control. Categories directly under their control were discussed by the team and one was identified as the most influential cause of the problem statement. The third phase is the "5 Whys" protocol, where team members asked why this most influential cause is occurring, answered the question, and repeated this questions and answers process until they believed they have arrived at the root cause of the problem statement.

The result of this process was a list of several problem and root cause statements that were prioritized throughout the process. Root causes for Burnet were a lack of a comprehensive system of analyzing student data and implementing instructional strategies to support struggling learners; and a lack of ownership, and a lack of consistent implementation and monitoring of capus-wide systems, including those intended to increase academic rigor within a safe learning environment. These root causes were directly related to AISD district priorities for the changing of curriculum, instructional practice, and assessments to foster the development of students' "power skills" of collaboration, communication, connection, creativity, critical thinking, and cultural proficiency. They were also aligned with the district's commitment to supporting the development of the "whole child."

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Schedule #14—Management Plan	
County-district number or vendor ID:	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.	Assistant Superintendent of Middle Schools	Master's degree in Education Leadership, five years of successful experience as a campus administrator or central administration leadership experience, valid Texas superintendency certification
2.	Executive Director of Middle Schools	Master's degree in Education Leadership, three years of successful experience as a campus administrator or central administration leadership experience, valid Texas administrative certification
3.	Principal	Master's degree in Education Leadership, three years of successful teaching experience, valid Texas administrative certification
4.	Project Coordinator	Master's degree in Education Leadership or Curriculum and Instruction, three years of successful teaching experience, valid Texas administrative certification
5.	Turnaround Partner	Bachelor's degree in education or related field; Masters in Education preferred; five years of successful school turnaround experience with similar school districts

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.	Design, implement, and monitor a school-wide plan for planning, observation, and feedback	1.	Priortize professional development needs	06/30/2017	09/30/2017
		2.	Develop a PLC protocol and evaluation process	08/31/2017	12/31/2017
		3.	Create a school-wide teacher observation and feedback protocol and calendar	06/30/2017	08/15/2017
		4.	Train leadership and instructional coaches on effective observation and feedback	08/01/2017	09/15/2017
		5.		XX/XX/XXXX	XX/XX/XXXX
2.	Implement with fidelity the District's Literacy Plan that promotes a model of balanced literacy through reading and writing workshops to implement the English and Spanish language curriculum	1.	Implement school-wide structured reading model with fidelity	09/15/2017	05/30/2019
		2.	Expand Middle School Dual Language Program Resulting in High School Credit	08/15/2018	05/30/2019
		3.	Implement myOn and I-station, technology based literacy tools to provide targeted data and personalized reading programming for students	08/30/2017	05/30/2019
		4.	Expand support for dyslexic students through the specialized training of a certified academic language therapist and the implementation of structured, systematic instruction for students with dyslexia or learning disabilities in reading.	08/30/2017	05/30/2019
		5.		XX/XX/XXXX	XX/XX/XXXX
3.	Increase academic performance in mathematics with focus on improving students conceptual	1.	Implement differentiated Math lessons in every math class	01/15/2018	05/30/2019
		2.	Develop teacher proficiency in the use of Unit organizers as tools to enhance student learning	01/15/2018	05/30/2019
		3.	Develop and implement protocols for examining evidence of student learning, including assessment for learning results, summative assessment results	08/15/2018	05/30/2019

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AISD is committed to ensuring all funding and resources provided through the School Redesign Grant program translate into continued high-quality programs and professional development to support the success of all schools and students within the district and are aligned with existing priorities and initiatives.

AISD has a defined academic vision that is driving innovation with a student-centric approach to prepare the 21st century learner for success in a highly competitive and ever-changing environment. AISD's Academic Vision for the district is centered around three prongs. The first prong focuses on how the district is revising the curriculum, instructional practices, and assessments to foster the development of students' power skills. AISD defines powers skills as those needed to be successful in higher education and careers that include collaboration, communication, connection, creativity, critical thinking, and cultural proficiency The second prong of the AISD Academic Vision is to support the intersection of the "whole child", literacy, and transformational technology into curriculum, instructional practices, and assessments. Finally, AISD is committed to the reinvention of academic programming and the enhancement of existing programs to align with the district's belief in equitable access and inclusion for all AISD students.

In addition, the district has adopted the Reinventing the Middle School Experience plan that outlines a long-term proposal for academically accelerating student achievement with the support of meaningful and rigorous academic programming. The plan focuses on providing innovative academic programming, increasing the literacy focus, and increasing the advanced mathematics focus on all middle school campuses.

The grant's plan to strengthen the instructional and leadership capacity at Burnet while strengthening academic rigor and supporting the social emotional needs of students is directly aligned to both the District's Academic Vision and Reinventing the Middle School Experience plan. By aligning grant objectives with District objectives, the reforms made at Burnet can be sustained at lasting changes to campus practice and culture.

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Schedule #15—Project Evaluation	
County-district number or vendor ID:	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.	Leadership team will evaluate Annual Student and Staff Climate survey results for Improved Climate Measures	1.	Increase % of students and staff who report that students follow the rules of conduct
		2.	Increase % faculty and staff reporting that the faculty and leadership have a shared vision
		3.	Increase in % of faculty and staff reporting that teachers have time to collaborate with colleagues
2.	STAAR data	1.	Increased student performance on all STAAR tests
		2.	Reduced performance gaps on STAAR between African-American and White student peformance
		3.	Increased % of students scoring at postsecondary readiness measure on math and reading STAAR tests
3.	AISD staff and TNTP will evaluate Leadership Team practices that serve as leading indicators of successful school transformation	1.	School leadership team members will show increased proficiency on critical skills including the delivery of effective feedback and development opportunities, their ability to orchestrate a culture of learning, and success hiring and retaining high-performing staff.
		2.	
		3.	
4.	Department of Research and Evaluation will develop, administer, and analyze results of a survey to collect data on teacher implementation of program	1.	Teachers report increased implementation of Literacy strategies
		2.	Teachers report Increased alignment of instruction across PLC members
		3.	Teachers report increased levels of cognitive challenge and implementation of "Power Skills" in their students
5.	Campus Leadership will analyze walkthrough data to determine implementation of program goals	1.	Increased implementation of Literacy strategies
		2.	Increased alignment of instruction across PLC members
		3.	Increased level of cognitive challenge and implementation of "Power Skills"

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.

AISD Leadership regularly analyzes state, district and campus level assessment data, as well as qualitative data, to inform areas and campuses in need. District and Leadership teams will annually track campus data recorded on the campus scorecard, including data reported on student and staff climate, STAAR performance, discipline data and attendance. Campus leadership will evaluate student performance on PLC common assessments, district-generated assessments, and STAAR tests to evaluate effectiveness of program and student progress. A survey will be administered to 61 teachers, by theDepartment of Research and Evaluation to evaluate implementation of the program. To investigate changes on the campus as a result of the program, the District Staff Climate Survey data will be- analyzed for the 61 teachers and additional support staff; the Student and Parent Survey data will be analyzed for the campus, as well. TNTP will provide data as a result of 120 classroom observation protocols implemented on campus to measure instructional fidelity. In collaboration with TNTP, Burnet will use the "Insight" tool to measure improved instructional culture and leadership skills and to inform program changes. Insight is a TNTP-created and externally validated survey that measures the instructional culture of a school. Additionally, TNTP and AISD will monitor critical leadership practices and leverage TNTP's PLUS rubric as a growth framework to support the school team's capacity to sustain change. Targeted areas that do not indicate an improvement will be reviewed by the campus leadership and TNTP team to adjust strategies for implementation.

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

The development of the targeted improvement plan begins following a comprehensive needs assessment. The Campus Intervention Team (CIT) reviews the problem statements, and an annual goal is developed for each problem statement based on where we want/need to be in one or two years. Using the root cause as guide, a strategy is developed that describes how each root cause will be systematically addressed.

For each need (problem statement, annual goal, root cause, and strategy), the campus develops a matrix of activities that must occur in order to fully implement the strategy with fidelity and achieve the annual goal. The matrix specifies the time of year the activities will occur and who will be responsible for accomplishing the task. This list of activities is evaluated (and updated as needed) to determine if prerequisite activities are missing, what resources are needed, and whether the list of activities will fully implement the strategy and address the root cause.

Once all activities are determined via the matrix, the improvement plan is drafted and implementation begins. The principal and responsible parties communicate the plan activities and dates to all stakeholders. The principal and responsible parties work with stakeholders (campus staff, district specialists, service providers, and community members) to complete the plan activities throughout the school year. The Associate Superintendent, his/her team, a District Coordinator of School Improvement (DCSI), and a TEA approved Professional Service Provider (PSP) experienced in school improvement provide additional coaching and support, remove district barriers that may hinder the improvement process, and influence central office departmental procedures.

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

A team that consists of the Grant Coordinator and Budget Specialist from the Office of State and Federal Accountability is assigned to each campus. They receive and monitor an Explanation of Expenditure document that is a brief summary of the Campus Improvement Plan. This plan also includes the budget. Title I campuses are monitored monthly for compliance and assurance that budget items are directly related to the plan.

Each team from the Office of State and Federal Accountability meets with the campus principal and bookkeeper within the first nine weeks of school. Title I Grant Academies are held by October of each year to support campuses in grant management by reviewing policies and procedures. The Director meets with all principals quarterly to review and update Title I regulations.

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

The selection of external providers for all School Redesign partners will follow established AISD Purchasing Procedures to ensure a fair and effective procurement process.

A Request for Proposals (RFP) is used where many requirements (price being only one) must be considered in determining an award. An RFP is normally used when purchasing professional services, and providers must submit a statement of work, proposal, and evaluation criteria. A committee comprised of district personnel will evaluate responses to RFPs. For Burnet, the committee will include the Associate Superintendent of Middle Schools, the Executive Director of Middle Schools, the campus principal, and other staff as needed. Staff from the Purchasing Office will support the Associate Superintendent and campus administration to ensure efficient and timely procurement of goods and services under the School Redesign Grant.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID:	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.

AISD staff from the Office of State and Federal Accountability and from the Finance Office work with campus-based administrators to identify all grant funding being received by the campus and to ensure all grant-funded programs are aligned. Administrators at Burnet Middle School will annually review the campus-level budget in partnership with a range of stakeholders, including campus staff, the Associate Superintendent of Middle Schools, the Executive Director of Middle Schools, and the Office of State and Federal Accountability. This ongoing review will help AISD ensure that the proposed School Redesign initiatives are aligned both with all other resources available to the campus and with district-wide resources.

AISD is also focused on the alignment of programming throughout vertical teams consisting of the high school and its feeder elementary and middle schools. This structure helps to coordinate programming and activities among groups of schools. District vertical teams collaborate regularly to ensure that programs and resources are aligned between campuses as well as within campuses.

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.

AISD has adopted a District of Innovation Plan that gives the District more local control and flexibility. AISD current has an approved District of Innovation plan in place until March 2022. The innovation plan allows for flexibility to be exempt from or modify portions of the Texas Education Code (TEC). The following exemptions are allowed for Burnet:

- Exempt from Teacher certification required, failure to obtain certification, and presentation of certification for CTE and Tech App classes that award high school credit
- Exempt from minutes of instruction. This exemption would allow Burnet to have additional half days for teacher professional development
- Exempt from First/Last day of instruction allowind Burnet to provide additional days at the beginning of the year for planning and prep for teachers
- Exempt from minimum attendance required allowing for students to earn credit for mastery of material instead of seat time. This exemption would support blended learning options for students.

These flexibilities wil allow Burnet to better meet the needs of students and personalize learning by giving teachers more time to plan and prep for student lessons, allowing students to pursue more CTE courses with the most qualified individual who may or may not be certified, and supporting the District's move to a blended learning environment by rewarding credit for mastery rather than seat time.

Campuses who would like to access these exemptions must follow a process to solicit input from campus and community stakeholders. CACs, parents, and staff are allowed the opportunity to provide input on the proposed exemptions.

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

The Turnaround School Redesign model will address all Critical Success Factors (CSFs), which are research-based strategies designed to improve student achievement. To address each CSF, the following strategies for the Turnaround School Redesign Model will be used:

Academic Performance: By implementing the Professional Learning Community (PLC) model, teachers will align instruction, content and assessment to state standards. PLC's will collaborate on effective implementation of rigorous instruction that supports literacy and numeracy for all students, resulting in increased academic performance.

Quality Data to Drive Instruction: Burnet will provide and train teachers on a user-friendly data analysis tool in order to provide real-time data on student performance generated from PLC common assessments, district-generated assessments for learning, and STAAR data.

Leadership Effectiveness: A new principal was appointed during the fall semester of 2016-2017 school year. A new Assistant Principal with experience in ELL systems and programming was moved from a high-performing campus to Burnet for the 2017-2018 school year. The Leadership Team, consisting of the Principal, Assistant Principals, Academic Dean, Instructional Coaches, and Department Chairs will attend the Professional Leadership Communities Conference. The Executive Director and Associate Superintendent for Middle Schools will serve on the Executive Leadership Team for Burnet. TNTP will provide additional training, coaching and support for effective leadership strategies. All Administrators will set professional growth goals in alignment with campus-data and create an action plan for improvement.

Increased Learning Time: Burnet will apply for a District of Innovation waiver for added flexibility to increase teacher learning and collaborative planning time. In addition, focused improvements in culture and climate, as well as applied Restorative Practices, will result in increased student learning time as fewer students will be removed from classes due to behavior consequences.

Family/Community Engagement: School literacy programming encourages family engagement in after- school reading events and challenges. Campus leadership will provide a series of family-education sessions related to SEL, Literacy, and Numeracy support in the home.

School Climate: The New Teacher Project will work with teachers and administrators to work with systems, policies and personnel to improve school climate. New Leadership is implemented to rebuild trust with students, faculty and community. Focused integration of Social Emotional Learning strategies, including Restorative Practices training and implementation, will also result in improved climate. Intentional focus for all students on postsecondary readiness will positively impact school culture and climate.

Teacher Quality: Campus leadership teams will use walkthrough data to provide feedback to teachers on effective implementation of best practices in instruction. Coaching and evaluation from The New Teacher Project will improve existing teacher quality, as well as assist in recruiting and retaining high-quality educators for Burnet Middle School.

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

AISD believes that all students should graduate college-, career-,and life-ready. The District is committed to ensure that all students perform at or above grade level in reading and math. AISD uses a variety of factors to evaluate school performance. In addition to STAAR data, the District uses other quantitative and qualitative data to identify low-performing schools. Leadership experience, teacher turnover rates, student attendance rates, student discipline data, and survey data from staff, students, and parents are some additional data used to determine the level of support a campus will need.

In 2016, 114 (87.7%) of 130 AISD campuses Met Standard or Met Alternative Education Standard under the state's accountability system. Seven campuses (5.4%) were rated Improvement Required and nine campuses (6.9%) were not rated. Under the federal accountability system, four (5.1%) of the district's 78 Title I schools were identified as Priority schools for 2016-17 and six (7.7%) were identified as Focus schools. Overall, 10,411 AISD students or 12.5% percent are enrolled in schools identified as Improvement Required under the state accountability system or Focus/Priority under the federal accountability system.

To support low performing schools, the District places an intense focus on strong core instruction. Principals are expected to develop clear expectations for instructional systems with intent to reduce/eliminate instructional variability. The school also implements supplemental programs and resources to address gaps in student performance. Experienced principals in the Office of Teaching and Learning provide direct assistance to schools through training on data analysis, supporting lesson planning, conducting classroom instructional rounds, providing model lessons, and coaching campus leaders. Implementation visits are used to diagnose issues and concerns to provide timely support. The District also evaluates the campus and classroom culture to ensure students are provided adequate support for their social emotional needs.

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

Burnet Middle School and College Prep Academy is a Title I campus serving 6ᵗʰ through 8ᵗʰ grades. The most prominent factors challenging Burnet each school year are its 25.2% plus average student mobility rate, over 57% English Language Learners, 18.1% Special Education students, and the socio-emotional needs of the student population (2016 TAPR data). Burnet was rated as Improvement Required for the 2012-13, 2014-15, and 2015-16 school years. Burnet has had changes in leadership three times since 2009-10 school year, with the most recent leadership change occurring in the Fall semester of the 2016-17 school year.

Data for 2016 indicated that African American, Special Education, and ELL student groups achieved less than a 35% passing rate on the STAAR Reading test, less than 39% on the STAAR Math test, and less than 35% on the STAAR Writing test. Data also showed disproportionality in disciplinary consequences with 48% of African American students receiving a disciplinary referral compared to 24% of Hispanic students and 27% of the campus.

To ensure ongoing participation from the stakeholders, Burnet established a Campus Intervention Team (CIT) that included both campus administration and members of the Campus Advisory Committee, which consists of staff members, parents, students, non-profit organizations, and community members. AISD's Office of the Chief of Schools and the Accountability Department provided support and guidance as needed.

The Education Plan will be aligned with the District's Academic Vision focused on literacy, "power skills", whole child, and transformative use of technology. Formative Assessments will be used to guide student learning, and teachers will be trained to successfully develop Professional Learning Communities to review student work and analyze student data. By implementing the Professional Learning Community (PLC) model, teachers will align instruction, content and assessment to state standards. PLC's will collaborate on effective implementation of rigorous instruction that supports literacy and numeracy for all students, resulting in increased academic performance. Burnet will fully implement the District's Literacy Plan components including Structured Independent Reading. Teachers will be trained using Institute for Learning's framework to develop engaging math lessons and high-level tasks. Finally, Burnet will offer specific innovative programs to increase the academic rigor such as Coding, Problem-Based Learning, Texas Success Initiative prep, and Dual Language courses. A Project Coordinator will oversee the campus Instructional Coaches and coach teachers to successfully implementae of the PLC training, District Literacy Plan, and District Numeracy Plan, and SEL. Three additional instructional staff will be hired including a math teacher, an ELA teacher, and a Literacy Specialist.

The school culture plan will focus on the integration of social emotional learning (SEL) strategies including Restorative Practices training and the establishment of a high functional SEL Campus Steering Committee. The New Teacher Project will work with teachers and administrators to work with systems, policies and personnel to improve school climate. The campus will have an intentional focus for all students on postsecondary readiness in order to positively impact school culture and climate. To strengthen the school/home connection, campus leadership will provide a series of family-education sessions related to SEL, Literacy, and Numeracy to provide parents with tools to support their child at home.

The school talent plan will ensure that the Leadership Team, consisting of the Principal, Assistant Principals, Academic Dean, Instructional Coaches, and Department Chairs, have the skills necessary to effectively coach teachers on the implementation of the turnaround strategies. In collaboration with the Office of Human Capital and TNTP, campus administration will develop teacher profiles and a campus-specific hiring protocol. TNTP will provide additional training, coaching and support for effective leadership strategies. Additionally, the Leadership Team, consisting of the Principal, Assistant Principals, Academic Dean, Instructional Coaches, and Department Chairs will attend the Professional Leadership Communities Conference. Staff will receive additional training, coaching and support on effective leadership strategies.

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

As a school in need of improvement, Burnet Middle School will implement the Turnaround School Redesign Model to execute research based strategies designed to improve student performance by strengthening campus systems and the instructional core. The decision to implement the Turnaround School Redesign model was based upon the outcome of a robust needs assessment which identified problem statements and systemic root causes based upon numerous data sources including disaggregated STAAR results, student attendance, discipline reports, and staff, teacher, and study survey results. Data for 2016 indicated that African American, Special Education, and ELL student groups achieved less than a 35% passing rate on the STAAR Reading test, less than 39% on the STAAR Math test, and less than 35% on the STAAR Writing test. Data also showed disproportionality in disciplinary consequences with 48% of African American students receiving a disciplinary referral compared to 24% of Hispanic students and 27% of the campus. Given these significant gaps in student achievement, a school Turnround model was selected in ensure that research based strategies are used to increase student performance

To address the identified root causes, the Campus Improvement Team (CIT) identified several strategies to include in the Turnaround School Redesign.
- Design,implement, and monitor a school-wide plan for planning, observation, and feedback including developing a PLC protocol and evaluation process, creating a school-wide teacher observation and feedback protocol and calendar, and training on effective observation and coaching conversations
- Implement with fidelity the District's Literacy Plan that promotes a model of balanced literacy through reading and writing workshops to implement the English and Spanish language arts curriculum including monitoring school-wide structured independent reading, teaching critical writing and oral language, providing explicit instruction for students with dyslexia or learning disability in reading, and implementing a diagnostic and instructional program to support ELL students
- Increase academic performance in mathematics with focus on improving students conceptual understanding of math, identifying and implementing high level mathematical tasks, and expanding access to advanced mathematics courses through differentiated math lessons and assessment of the cognitive demand of math tasks
- Implement SEL with fidelity school wide and monitor and evaluate implementation and impact on student academic and behavioral performance including the creation of a high functioning SEL Steering Committee and Restorative Practices.
- Implement with fidelity specific innovative program initiatives including Coding, Problem Based Learning, TSI Prep classes, and Middle School Dual Language

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

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

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

☐ Phase-in Redesign

☒ Whole-School Redesign

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

Because Burnet is a multi-year IR school, there is a sense of urgency to make changes to campus systems and structures. The Turnround School Redesign will be implemented Whole-School to ensure that all students are exposed to the turnaround strategies and provided the necessary supports to be successful.

Campus leadership will receive extensive training and support in order to successfully implement the Turnaround School Redesign for the 2017-18 school year. TNTP will partner with the District to provide initital training as well as on-going, embedded coaching and development throughout the period of the grant.

Teachers will receive training on Professional Learning Communities to learn how to maximize teacher learning time to analyze student performance, make adjustments to instruction, and develop common assessments. PLC time will also be used to discuss progress toward full implementation of the District's Literacy and Numeracy plan.

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

County-district number or vendor ID:	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.

AISD current has an approved District of Innovation plan in place until March 2022. The innovation plan allows for flexibility to be exempt from or modify portions of the Texas Education Code (TEC).

The following exemptions from the TEC are available to Burnet:

- Exempt from Teacher certification required, failure to obtain certification, and presentation of certification for CTE and Tech App classes that award high school credit
- Exempt from minutes of instruction. This exemption would allow Burnet to have additional half days for teacher professional development
- Exempt from First/Last day of instruction allowind Burnet to provide additional days at the beginning of the year for planning and prep for teachers
- Exempt from minimum attendance required allowing for students to earn credit for mastery of material instead of seat time. This exemption would support blended learning options for students.

These flexibilities wil allow Burnet to better meet the needs of students and personalize learning by giving teachers more time to plan and prep for student lessons, allowing students to pursue more CTE courses with the most qualified individual who may or may not be certified, and supporting the District's move to a blended learning environment by rewarding credit for mastery rather than seat time

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

☐ Planning and Implementation

☒ Implementation Only

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

The District has a comprehensive Academic Vision driving changes to curriculum and instruction. The District has also begun implementation of a robust Literacy Plan. Burnet will fully execute the academic vision and literacy plan while also developing leadership capacity to effectively monitor the implementation.

Planning Activites already completed:
- Conducted a comprehensive needs assessment
- Selection of new campus principal for 2017-18 school year
- Developed teacher profile and interview questions to assist principals in hiring staff
- Selected a school turnaround partner who is available to begin work immediately upon the reward of grant funds
- Approved District of Innovation plan that allows Burnet flexibility in their calendar and school start and end time
- Created the District Literacy Plan focused on strengthening core instruction with literacy embedded throughout the school day, inside language arts classrooms, and beyond the school day
- Classroom libraries in every ELA classrooms
- School-wide Structured Reading Model
- Implementation of myOn, a Diagnostic and instructional program to support English Language Learners
- Implementation of I-station, a personalized developmental reading curriculum focused on phonemic awareness, phonics, vocabulary development, comprehension, and fluency

Planning Activites to be completed in Summer of 2017:
- Prioritize professional Development needs
- Develop a PLC protocol and evaluation process
- Create a school-wde teacher observation and feedback protocol and calendar
- Train leadership and instructional coaches on effective observation and feedback
- Use of AVID bridge program strategies to support 6th grade increased access to advanced math and eligibility to take Algebra I and Geometry before leaving Burnet

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

County-district number or vendor ID:	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.

AISD has researched organizations who have served in the capacity of school redesign partner. We examined potential partner organizations who both have a clear theory of action and established track record of success. Specifically, we looked for organizations who could bring the following capacity and skillsets to a close partnership with school and district staff:

- Successful experience designing new academic and school models in a turnaround setting, and willingness to be co-accountable for student results
- The capacity to help AISD and our school leadership teams design and lead a robust, authentic community engagement process that enlists students and families as critical partners in the change effort
- Experience helping schools undergoing transformation efforts secure the talent they need to implement a new model—including the recruitment and selection of high-performing staff, and systems for developing talent long-term
- Experience helping districts establish the conditions necessarily to drive change, including granting critical autonomy and flexibility from existing district processes; once those conditions are created, also being able to support the school leadership team to effectively capitalize on those conditions to drive dramatic student learning gains
- A track record of helping develop a clear school culture and climate plan, and an ability to support the AISD project manager and school leaders implement that plan with fidelity
- A willingness to demonstrate flexibility and adapt to the evolving needs of the school team
- Proven tools for monitoring progress, and an ability to build AISD's internal capacity to sustain school supports long-term

To identify a school redesign partner who met the above criteria, AISD researched existing school partners and accessed resources from the Texas Education Agency (TEA) which highlighted organizations who had shown this capacity. Our research included looking at vetting processes in neighboring states; for example, the pre-approved list of "Whole School Design" partners compiled by the Louisiana Department of Education.

AISD believes that TNTP meets these criteria and has the capacity to support a robust and comprehensive turnaround effort at Burnet Middle School.

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

County-district number or vendor ID:	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.

The Office of Human Capital focuses on recruiting, developing, mentoring, rewarding, and retaining quality leaders in the District. The District offers a variety of programs to meet the needs of AISD campuses through our internal principal pipeline that builds the capacity of AISD teachers and adminstrators to increase student achievement in low-performing schools. The District offers the Leadership Foundation Program that supports AISD teachers who wish to pursue a Master's Degree with principal certification. In partnership with the University of Texas and Texas State University, future principal candidates receive instruction tailored to AISD initiatives such as equity and social emotional learning. The District also conducts an Assistant Principal Preparation Program that assists teachers who already have their Master's degree with relevant skills needed to be a leader in AISD. New assistant principals take part in the Assistant Principal Induction and Support Program where they receive mentorship and opportunities to expand their learning on best practices. For assistant principals with two or more years of experience, the District offers the Principal Preparation Program to prepare to be a principal in AISD. Participants in this program shadow current principals and central office administrators to better prepare them to be campus leaders. The New Principal and Induction Program provides one-on-one coaching support to new principals and establishes a cohort to provide support for their first year as principal.

In addition to developing high-capacity leaders internally, the District also seeks out quality candidates from around the state and country. AISD offers competitive administrative salaries and incentives for principals to take leadership positions at low-performing schools. The District also offers on-going professional development for principals throughout the school year and summer.

Each leader in AISD must display the qualities of the AISD Principal Portrait. These qualities include being an Instructional Leader, Talent Developer, Child-Centered Leader, Culture Builder, Strategic Thinker, and Executive Leader.

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Schedule #18—Equitable Access and Participation

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

No Barriers

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

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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

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

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

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

Barrier: Gang-Related Activities

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

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

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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

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

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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

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Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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Schedule #18—Equitable Access and Participation (cont.)				
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Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

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

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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