

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with <i>T. Alarcon</i>	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Brownsville ISD Organization Name	031-901 County-District#
		Hanna High School Campus Name 1746000418 74-6000418	001 Campus Number
by telephone/e-mail/FAX on <u>8/18/10</u> by <i>KC</i> of TEA.		9-Digit Vendor ID# 106101067110001 (C) 105520017110009	1 ESC Region
		NOGA ID# (Assigned by TEA)	Amendment #

Texas Title I Priority Schools Grant

Schedule #1 – General Information

Use of the Standard Application System: This system provides a series of standard schedules to be used as formats by applicants who apply for funds administered by the Texas Education Agency. If additional clarification is needed, please call 512-463-9269.

Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA; CFDA # 84.377A & 84.388A

Project Beginning Date: ~~08/01/2010~~ 10/1/10

Project Ending Date: 06/30/2013

Select the appropriate eligibility tier for the campus included in this application:

Tier I Tier II Tier III

Part 1: Index to the Application

An X in the "New Application" column indicates those schedules that **must** be submitted as part of the application. The applicant must place an X in this column for each additional schedule submitted to complete the application. For amendments, the applicant must place an X in the Amendment Application column next to the schedule(s) being submitted as part of the amendment.

Sch No.	Schedule Name	Application	
		New	Amend
1	General Information	X	X
3	Purpose of Amendment	NA	<input type="checkbox"/>
4	Program Requirements	X	<input type="checkbox"/>
4A	Program Abstract	X	<input type="checkbox"/>
4B	Program Description	X	<input type="checkbox"/>
4C	Performance Assessment and Evaluation	X	<input type="checkbox"/>
4D	Equitable Access and Participation	X	<input type="checkbox"/>
5	Program Budget Summary	X	X
5B	Payroll Costs 6100	X	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	X	<input type="checkbox"/>
5D	Supplies and Materials 6300	X	<input type="checkbox"/>
5E	Other Operating Costs 6400	X	<input type="checkbox"/>
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	X	<input type="checkbox"/>
6A	General Provisions	X	NA
6B	Debarment and Suspension Certification	X	NA
6C	Lobbying Certification	X	NA
6D	Disclosure of Lobbying Activities	NA	<input type="checkbox"/>
6E	NCLB Provisions and Assurances	X	NA
6F	Program-Specific Provisions and Assurances	X	NA

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 Provisions and Assurances, Debarment and Suspension, lobbying 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

Typed First Name	Initial	Last Name	Title
Brett		Springston	Superintendent of Schools
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
956-698-0014	956-548-8019	bspringston@bisd.us	

6 complete copies of the application, at least 3 with original signature(s), must be received by 5:00 p.m. **Thursday, June 3, 2010:**

Texas Education Agency
 William B. Travis Bldg.
 Document Control Center, Room 6-108
 1701 North Congress Avenue
 Austin, Texas 78701-1494

TEA DOCUMENT CONTROL NO.

701-10-112-228

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**Texas Title I Priority Schools Grant
 Schedule #1—General Information**

Part 2: List of Required Fiscal-Related Attachments and Assurances

For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the **back** of the application as an appendix.

1 <input type="checkbox"/>	<p style="text-align: center;">Proof of Nonprofit Status</p> <p>Required for all open-enrollment charter schools sponsored by a nonprofit organization: Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)</p>
2 <input checked="" type="checkbox"/>	<p style="text-align: center;">Assurance of Financial Stability</p> <p>Required for all independent school districts, open-enrollment charter schools, and education service centers: Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.</p>
3 <input checked="" type="checkbox"/>	<p style="text-align: center;">Assurance of Submittal of Reviewer Information Form</p> <p>Required for all applicants: Check box to indicate assurance that reviewer information form will be submitted. All applicants are required to complete the Reviewer Information Form and to submit it online by Thursday, May 6, 2010. (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)</p>

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by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013			_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #1—General Information					
Part 3: Applicant Information					
Local Educational Agency (LEA) Information					
LEA Name Brownsville ISD					
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
1900 East Price Road		Brownsville	TX	78521	
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number		
TX-027	030917579	4XT71	4811680		
Campus Name Hanna High School			County-District Campus Number 031-901-001		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
2615 Price Road		Brownville	TX	78521	
Applicant Contacts					
Primary Contact					
First Name	Initial	Last Name		Title	
Teri		Alarcon		Principal	
Telephone	Fax	Email			
956-548-7600	956-548-7603	taalarcon@bisd.us			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
2615 Price Road		Brownville	TX	78521	
Secondary Contact					
First Name	Initial	Last Name		Title	
Maria	A.	McKenzie		Teacher	
Telephone	Fax	E-mail			
956-548-7600	956-548-7600	mamckenzie@bisd.us			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
2615 Price Road		Brownsville	TX	78521	

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Texas Title I Priority Schools Grant
Schedule #3—Purpose of Amendment

Part 1: Schedules Amended (Check all schedules that are being amended.)

When submitting a revision or an amendment, please indicate by checking the appropriate box what schedules are being revised/amended. Submit supporting budget schedules that are being revised or amended.

- | | |
|---|--|
| <input type="checkbox"/> Schedule #1—General Information
<input type="checkbox"/> Schedule #3—Purpose of Amendment
<input type="checkbox"/> Schedule #4—Program Requirements
<input type="checkbox"/> Schedule #4A—Program Abstract
<input type="checkbox"/> Schedule #4B—Program Description
<input type="checkbox"/> Schedule #4C— Performance Assessment and Evaluation
<input type="checkbox"/> Schedule #4D—Equitable Access and Participation | <input type="checkbox"/> Schedule #5—Program Budget Summary
<input type="checkbox"/> Schedule #5B—Payroll Costs 6100
<input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200
<input type="checkbox"/> Schedule #5D—Supplies and Materials 6300
<input type="checkbox"/> Schedule #5E—Other Operating Costs 6400
<input type="checkbox"/> Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629) |
|---|--|

NOTE: The last day to submit an amendment to TEA is 90 days prior to the ending date of the grant.

Part 2: Revised Budget

Complete this part if there are any budgetary changes.

Line No.	Sch. No.	Class/ Object Code	Grant Project Costs Previously Approved Budget	B Amount Deleted	C Amount Added	D New Budget
01	5B	6100	\$	\$	\$	\$
02	5C	6200	\$	\$	\$	\$
03	5D	6300	\$	\$	\$	\$
04	5E	6400	\$	\$	\$	\$
05	5G	6600/15XX	\$	\$	\$	\$
06	Total Direct Costs	\$	\$	\$	\$	\$
07	Indirect Cost (%)		\$	\$	\$	\$
08	Total Costs		\$	\$	\$	\$

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**Texas Title I Priority Schools Grant
 Schedule #3--Purpose of Amendment**

Part 3: Reason for Amendment Request. For all grants, regardless of dollar amount, check the appropriate box to indicate reason for amendment request.

- | | |
|--------------------------|---|
| <input type="checkbox"/> | 1. Addition of a class/object code not previously budgeted on Schedule #5—Budget Summary |
| <input type="checkbox"/> | 2. Increase or decrease the amount approved in any class/object code on Schedule #5—Budget Summary (i.e., 6100-6600) by more than 25% of the current amount approved in the class/object code |
| <input type="checkbox"/> | 3. Addition of a new line item on any of the supporting budget schedules (i.e., Schedules #5B-5G) |
| <input type="checkbox"/> | 4. Increase or decrease in the number of positions budgeted on Schedule #5B—Payroll Costs |
| <input type="checkbox"/> | 5. Addition of a new item of computer hardware/equipment (not capitalized) approved on Schedule #5C—Supplies and Materials |
| <input type="checkbox"/> | 6. Addition of a new item or increase in quantity of capital outlay item(s) ≥ \$5,000 approved on Schedule #5G—Capital Outlay for articles costing \$5,000 or more. |
| <input type="checkbox"/> | 7. Addition of a new item of capital outlay items approved on Schedule #5G—Capital Outlay for articles costing less than \$5,000. |
| <input type="checkbox"/> | 8. Reduction of funds allotted for training costs |
| <input type="checkbox"/> | 9. Additional funds needed |
| <input type="checkbox"/> | 10. Change in scope of objectives, regardless of whether there is an associated budget revision requiring prior approval |
| <input type="checkbox"/> | 11. Other (Specify) |

Part 4: Amendment Justification

The last day to submit an amendment to TEA is 90 days prior to the ending date of the grant.

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<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		

Texas Title I Priority Schools Grant

Schedule #4—Program Summary and Application Requirements

Part 1: Grant Program Information;

Summary of Program: Purpose and Goals

School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA) as amended by ARRA, are grants, through the Texas Education Agency, to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring and other eligible campuses that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools.

Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools. Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and certain additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and certain additional Title I eligible schools ("Tier III schools").

In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Allowable Activities

Tier I and Tier II Grantees

- Grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations.
- Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations.
- Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected.

Tier III Grantees

- Tier III grantees may select one of the four intervention models in the federal regulations or the state's Tier III Transformation Model.
- If selecting one of the four models in the federal regulations, grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations.
- Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected.

In addition, a Tier I, Tier II, Tier III grantee campus that has implemented, in whole or in part, either the Turnaround, Restart, or Transformation models within the last two years may continue or complete the implementation of the intervention model with the TTIPS grant funds. For example, if a grantee campus has replaced its principal within the last two years, the LEA/campus will not be required to hire another new principal. An LEA/campus that receives TTIPS SIG funds in accordance with this flexibility must fully implement the selected model as required by the final federal requirements. In other words, if the school had been implementing the model only in part, it must use the funds it receives to expand its implementation so that it fully complies with the federal regulatory requirements.

The detailed required and permissible activities for each intervention model, as defined in the final federal regulations are listed on Schedule #4—Program Requirements and are incorporated by reference herein.

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**Texas Title I Priority Schools Grant
Schedule #4—Program Requirements**

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
1	The LEA must demonstrate that the LEA has analyzed the needs of each school and selected an intervention for each school and selected an intervention for each school.	Comprehensive Needs Assessment
2	The LEA must demonstrate that it has the capacity to use these grant funds to provide adequate resources and related support to each Tier campus identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.	Project Management—Capacity Project Management—LEA Support
3	If the LEA is not applying to serve each Tier I school (through a separate application for each campus), the LEA must explain why it lacks capacity to serve each Tier I school.	Project Management—Lack of Capacity
4	The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final federal requirements, including the services the campus will receive or the activities the campus will implement.	Program Abstract Intervention Model
5	The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality.	Project Management—External Providers
6	The LEA must describe actions it has taken, or will take, to align other resources with the interventions.	Project Management—Resource Management Program Budget Summary
7	The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.	Project Management—Management of Grant Activities
8	The LEA must describe actions it has taken, or will take, to sustain the reforms after the funding period ends.	Project Management—Program Continuation and Sustainability
9	The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each campus.	Project Management—Activity Timeline
10	The LEA must describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.	Performance Assessment and Evaluation—Annual Performance Goals
11	As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models on its campus	Comprehensive Needs Assessment—Groups of Participants Project Management—Partnerships/Involvement of Others
12	Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.	Program Assurances
13	Applicant provides assurance that it will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.	Program Assurances

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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
14	Applicant provides assurance that it will establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances
17	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> a. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; b. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ol style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. c. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and i. Provide appropriate social-emotional and community-oriented services and supports for students. 	Program Assurances

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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
18	<p>If the LEA/campus selects to implement the turnaround model, the campus may implement the following federal requirements.</p> <ol style="list-style-type: none"> a. Any of the required and permissible activities under the transformation model; or b. A new school model (e.g., themed, dual language academy). 	Program Assurances
19	<p>If the LEA/campus selects to implement the school closure model, the campus must implement the following requirement.</p> <ol style="list-style-type: none"> a. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. b. A grant for school closure is a one-year grant without the possibility of continued funding. 	Program Assurances
20	<p>If the LEA/campus selects to implement the restart model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> a. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. b. Enroll, within the grades it serves, any former student who wishes to attend the school. 	Program Assurances
21	<p>If the LEA/campus selects to implement the transformation model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> (1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (2) Are designed and developed with teacher and principal involvement; (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and 	Program Assurances

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**Texas Title I Priority Schools Grant
Schedule #4—Program Requirements**

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
21	<p>designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>	Program Assurances
22	<p>An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--</p> <p>(A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;</p> <p>(B) Institute a system for measuring changes in instructional practices resulting from professional development; or</p> <p>(C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.</p>	Program Assurances

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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
23	<p>An LEA may also implement comprehensive instructional reform strategies, such as--</p> <ul style="list-style-type: none"> (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- <ul style="list-style-type: none"> (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate. 	Program Assurances
24	<p>An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--</p> <ul style="list-style-type: none"> (A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; (B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; (C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or (D) Expand the school program to offer full-day kindergarten or pre-kindergarten. 	Program Assurances

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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 2: Statutory Requirements

#	Requirement Description - Federal Statutory Requirements	Primary Component Where Described
25	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.	Program Assurances
26	An LEA that has nine or more Tier I and Tier II schools is prohibited from implementing the transformation model in more than 50% of those schools.	Program Assurances

By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities.

Part 3: Statutory Assurances

#	Statutory Assurance Description
1	Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.
2	Applicant provides assurance that it will use its TTIPS Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.
3	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive school improvement funds.
4	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final federal requirements.
5	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.
6	Applicant provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

Part 4: TEA Program Assurances

#	TEA Assurance Description
1	Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the Quarterly Implementation Reports (QIR), the Model Selection and Description Report, and through participation in TEA technical assistance. <ol style="list-style-type: none"> a. The Model Selection and Description Report must be submitted to TEA no later than February 1, 2011. This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities: <ol style="list-style-type: none"> i. Comprehensive Needs Assessment process. ii. Establish the grant budget by the required categories. iii. Identification and Selection of the intervention model. iv. Development of activities to implement selected intervention model. v. Development of Timeline of Grant Activities.

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**Texas Title I Priority Schools Grant
Schedule #4—Program Requirements**

Part 4: TEA Program Assurances

#	TEA Assurance Description
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.
10	<p>If the LEA/Tier III campus selects to implement the transformation model, the campus assures That it will it implement the following federal requirements.</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: <ol style="list-style-type: none"> 1. Takes into account data on student growth as a a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed and with teacher and principal involvement

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**Texas Title I Priority Schools Grant
Schedule #4—Program Requirements**

Part 4: TEA Program Assurances

#	TEA Assurance Description
10	2. Comprehensive instructional reform strategies. <ul style="list-style-type: none"> A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 3. Increasing learning time and creating community-oriented schools. <ul style="list-style-type: none"> A. Establish schedules and strategies that provide increased learning time; and B. Provide ongoing mechanisms for family and community engagement. 4. Providing operational flexibility and sustained support. <ul style="list-style-type: none"> A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
11	An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as-- <ul style="list-style-type: none"> (A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school; (B) Institute a system for measuring changes in instructional practices resulting from professional development; or (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.
12	An LEA may also implement comprehensive instructional reform strategies, such as-- <ul style="list-style-type: none"> (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- <ul style="list-style-type: none"> (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

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**Texas Title I Priority Schools Grant
 Schedule #4—Program Requirements**

Part 4: TEA Program Assurances

#	TEA Assurance Description
13	<p>An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--</p> <ul style="list-style-type: none"> A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or D. Expand the school program to offer full-day kindergarten or pre-kindergarten.
14	<p>The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--</p> <ul style="list-style-type: none"> A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or B. Implement a per-pupil school-based budget formula that is weighted based on student needs.
15	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> a. Number of minutes within the school year. b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup. c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only) d. College enrollment rates. (High Schools Only) e. Teacher Attendance Rate f. Student Completion Rate g. Student Drop-Out Rate h. Locally developed competencies created to identify teacher strengths/weaknesses i. Types of support offered to teachers j. Types of on-going, job-embedded professional development for teachers k. Types of on-going, job-embedded professional development for administrators l. Strategies to increase parent/community involvement m. Strategies which increase student learning time

By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.

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**Texas Title I Priority Schools Grant
Schedule #4A—Program Abstract**

Part 1: Grant Eligibility

- Tier I Eligible Campus
 Tier II Eligible Campus
 Tier III Eligible Campus

Identify which timeline the LEA/Campus the applicant will implement.

- Option 1: LEA/campus currently engaged in aggressive reform
 Option 2: LEA/campus in need of foundational technical assistance

Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus.

Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not.

Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Homer Hanna High School in BISSD is located in one of the poorest counties in the nation. It is a Title 1 school with 100% students qualifying for a free lunch program. Many of our students come from Cameron Park, one of the poorest neighborhoods in Brownsville and the nation. And many of our students will be the first in their family to graduate from high school (based on surveys), so attending college is an unattainable dream, especially for many of the recent immigrants. Coming from homes where parents do not speak English, the majority of our students speak English as a second language. Therefore, it is imperative that the school build the academic language necessary for these students to enter college or post high school education. Our school is also a Stage 3 campus that has failed to meet Annual Yearly Progress (AYP) in the last four years. Taking these needs into consideration--Hanna administrators, staff, parents and teachers concur that for our intervention, the Transformation Modified Model best suits our needs. Being a Tier III school, we have determined that our principal should be retained because she has been here for two years, and we have seen some improvement. After reviewing our goals and objectives that align with the RFA purpose and goals and objectives to prepare students for college and career readiness, we have discovered specific gaps, barriers, and weaknesses that should be addressed by the Transformation Modified Model.

The Transformational Model implements a rigorous staff evaluation and development system; it institutes comprehensive instructional reform; aims to achieve increased learning time; and applies community-oriented school strategies while providing greater operational flexibility and support. After reviewing research and data and after meeting with stakeholders (administration, department heads, teachers, staff, community, school district personnel, parents, and students), we have found that there are many gaps and barriers in the delivery of instruction that impact student achievement. Subsequently, we have determined that teachers need to be trained in strategies that work best with our special populations (Special Education, ELL and At-Risk), but this improvement is not limited to them. conclusion (conclusion supported by student surveys). Also, during the past three years, SiRC site visit teams have indicated that even though our teachers are knowledgeable in their subject areas, their instructional delivery methods need improvement: they have stated in a report that "students need to be actively engaged" in the classroom. In addition, the current curriculum in some of our core subjects needs to be effectively aligned horizontally and vertically to meet the needs of all students. Most of our entering freshman need additional courses in English and math to improve fundamental skills necessary for their success in all classes. Our assessment data supports this: there is a 40 point gap between our special population and non-special population. Therefore, we need instructional intervention in reading and math with focus on our special population to increase our graduation rate and decrease our drop-out rate is urgent.

To meet district goals, we need to increase rigor and incorporate Best Practices that will allow flexible scheduling, staff collaborative planning, and job embedded professional growth. We also need opportunities to develop explicit plans and a means of holding the staff and external providers accountable for measureable progress in math and reading--especially for our special population, so that they will succeed in state assessments. To create and maintain a culture on our campus that is data driven and research based, we need to provide ongoing, embedded, quality training for all teachers and all campus leaders who make data and research driven decisions that impact student learning. To assure quality instruction, we need to train teacher leaders to conduct effective instructional interventions so that at the end of three years we have a sustained system of data driven, researched based culture operating at minimal cost. To make course learning relevant, we will promote partnerships with the community, employers, and institutions of higher education to facilitate learning opportunities for students. To hold students accountable to course-work rigor and cognition in core classes, we will also involve parents, guardians, teachers and/or mentors to monitor students' progress in the school's curriculum that will assure that they graduate within 4 years with their assigned cohort group. Ultimately, we will close the gaps so that all students are college or career ready.

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Texas Title I Priority Schools Grant
Schedule #4B—Program Description

Part 1: Comprehensive Needs Assessment

Section A: Campus Grade Levels

Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School											973	697	768	676	3114
Open-Enrollment Charter School															
Total Students:	0	0	0	0	0	0	0	0	0	0	973	697	768	676	3114
Total Instructional Staff														220	
Total Support Staff														134	

Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process

1	Average Yearly Progress Report (AYP) (2007, 2008, 2009)
2	AEIS report (2007, 2008, 2009)
3	AEIS IT by subject area, objective, student expectation, Special Population (ELL, Special Education, At Risk Students) TAKS A, TAKS M, TAKS ALT scores disaggregated teacher, subject area, and objective
4	Student and Teacher Attendance Records
5	Student retention rates by grade level and special populations
6	Campus surveys regarding school climate and leadership (teachers, students, parents)
7	Data disaggregated by ethnicity, economic status, grade level, sub-group
8	Pass/fail Six Week reports by grade level and special populations
9	Discipline referrals by grade level and special populations
10	Technology and resource availability

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**Texas Title I Priority Schools Grant
Schedule #4B—Program Description**

Part 1: Comprehensive Needs Assessment Cont.

Section C: Process Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.

The Principal and Grant Writing team attended the initial grant information meetings hosted by Region 1 in March and again in April. As a result of these meetings, a power point presentation was developed to share with all stakeholders-- SBDM, Department Heads, Assistant Principals, Parents and Student Representatives--to secure a high level of buy-in. The power point emphasized the rationale for the grant by including the Annual Yearly Progress (AYP) and the AEIS reports that show that Hanna did not meet requirements for 4 consecutive years. Additionally, Grant Writers included three years of cumulative assessment (from 2006 to 2009) showing scores taken from AEIS IT by objective and by student expectation in core subjects: ELA, social studies, math, and science. These scores were disaggregated by grade level and special populations (ELL, At Risk, and Special Education Students). After viewing the power point and after reflective discussion, the stakeholders determined that there was a significant gap between our Special and Regular Population groups in all the TAKS tests, that we lose about 350 students from freshman to junior level, and that the lowest attendance rates occur at the freshman level. Subsequently, the Stakeholders concluded that a Comprehensive Needs Assessment (CNA) needed to be conducted to identify which of the 7 Milestones were not met at Hanna High School. To facilitate the CNA study, each Assistant Principal was given a section of the Probing Questions (provided by Region 1) along with the 7 Milestones to begin gathering data with their Department Heads. Additionally, teachers, administrators, students, and staff were given surveys to assess campus needs. Parents were sent letters explaining the grant opportunity and were asked to participate in a survey specifically related to school climate and parental involvement activities. Using the data information provided by the Writing Team, the Probing Questions and the Survey Results, Department Heads then met with their teachers during three consecutive meetings to continue the investigation and to assess the priority needs of the campus. Since our campus has not met AYP for 4 consecutive years because of the lower academic performance and lower graduation rates of our Special Populations, the investigation focused on the urgency to address barriers and gaps in these Special Populations. The topics identified for further investigation included school culture and climate, staff quality, instructional quality, recruitment and retention of quality teachers, curriculum alignment, students' basic skill weaknesses, innovative instruction strategies, data driven and research based instruction, quality technology to facilitate students' learning, teachers' quality training to improve use of technology to engage student learning, and family and community involvement. In addition, a plan and timeline were created to begin the process of the CNA collection, to review the data and to consider the recommended priority needs. Finally, they were asked to summarize the results of the needs investigation using various formats such as graphs, charts, and tables. These results were presented to the Grant Writing Team at a campus workshop through a "Summary of Priorities" report. As a result of our in depth CNA data-gathering process, the Grant Writing Team had all the valuable information needed to begin drafting the grant.

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 1: Comprehensive Needs Assessment Cont.		
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.		
1	Department Chairs	
2	Community Members (UTB Professors, United Way, Law Enforcement, City Leaders, Communities in Schools)	
3	Parents, Teachers, and Students	
4	Principals and supporting Campus Administrators	
5	Superintendent Designee/Area Administrators	
6	Central Administration and personnel	
7	Technical Assistance Provider (TAP)	
8	Site Based Decision Making (SBDM) Committee Members	
9		
10		

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**Texas Title I Priority Schools Grant
Schedule #4B—Program Description**

Part 2: Project Management

Section A: LEA (District) Capacity Responses are limited to **one page each**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.

Home to over 48,000 low income students and close to 7000 employees, BISD's infrastructure supports its 36 elementary campuses, 10 middle schools, 5 high schools, and 4 alternative campuses. Boasting below, state-average administrative costs (BISD: 6.93%. State: 11.05%. 2006 FIRST Data), the District has highly capable, efficient, and effective support personnel to work with campuses in finance, curriculum and instruction, supplemental services, transportation, food services, and health services. In addition to having departments required by Texas ISDs, BISD's organizational chart maintains the following departments to support campuses and students: Federal Programs, State Compensatory, Migrant Education, Advanced Academics, Assessment/Evaluation/Research, Bilingual Education, Career and Technical Education, Special Services Department, Dyslexia, Fine Arts Department, Guidance and Counseling, Homeless Youth, RtI, Instructional Technology, Parental Involvement, Police and Security Services, and Wellness Program. Organized into the Cluster/Feeder School Concept, elementary school students feed into middle schools in their geographical section and the middle school students then feed into the high schools in their zone. Currently, BISD has 5 high schools, with 2 middle schools feeding into each of those, and 7 to 11 elementary schools feeding into the 10 middle schools. Each cluster is served directly by an Area Assistant Superintendent and identified by its high school's name: Hanna, Lopez, Pace, Porter, and Rivera. Additionally, the Curriculum and Instruction Department has the following Specialists: 5 ELA, 5 math, and 5 science, each serving 1 cluster. Bilingual Education, Advanced Academics, Special Services, and Human Resources departments also have personnel (lead teachers or specialists), each individually assigned to one cluster. The District is organized to facilitate the provision of adequate resources and related services to support the campus in its reform efforts. Therefore, the infrastructure design helps each campus implement the required activities of the school intervention model selected, Tier 3 Modified Transformation. Curriculum and instruction ELA, math, science, and social studies specialists are experts in their fields, for they attend all state trainings, and in many cases, are trainers of trainers in the TEKS, revised TEKS, and CScope curriculum and instruction model. Knowledgeable of all the intricacies of the TAKS and industriously staying on top of each piece of end-of-course information and legislation, the specialists are highly competent in the disaggregation of assessment data. They are conscientious about obtaining resources, manipulatives, and latest technology for each student population served by BISD. These curriculum specialists, as well as the lead teachers in Bilingual Education and Advanced Academics, are required to be on the campuses they serve Monday through Thursday each week. They design their services in collaboration with the Cluster Area Assistant Superintendent and the Campus Leadership Team (principal, dean of instruction, department head). They model lessons, do walk-throughs, meet with teachers for collaborative planning and/or as per individual need, help with the disaggregation of data and train teachers. Enhancing BISD's capacity to stay up-to-date and participate in state and regional service center's trainings and conferences without having to travel long distances, the District has approximately 5 to 6 locations for TETN video conferencing (via polycom). This technology enhances the capacity to have more individuals receive first-hand information. At-Risk and Federal Program departments play significant roles in supporting all schools. These departments share their expertise in meeting federal and state guidelines both horizontally and vertically with schools and other BISD departments serving the schools. BISD high schools have made some gains in reducing drop-out rates mainly because of the support systems that these programs have initiated. Each high school campus currently has its own drop-out prevention specialist, a parole officer, a Communities in School social worker, and an at-risk counselor. These individuals are trained by district administrators and meet with them on a regular basis. Campuses thus have empowered staff members focusing on these critical components of successful school reform. Probably BISD's greatest resource for campuses is its high level of commitment on the part of each and every staff member and its deep-rooted sense of community. Clearly, BISD has the infrastructure to support Hanna High in implementing, fully and effectively, the required activities of the intervention model. However, BISD also recognizes Hanna's need for additional grant money to support their effort to improve the needed instructional quality to close the gaps and barriers that have made Hanna a Tier 3 school. Working together, we will close the gaps between special population and regular population.

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Texas Title I Priority Schools Grant
Schedule #4B—Program Description

Part 2: Project Management Cont.

Section A: LEA (District) Capacity Responses are limited to **one page each**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Partnership/Involvement of Others - Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.

The Brownsville Independent School District has consulted with all relevant stakeholders regarding this application and the proposed implementation of the school intervention model: Tier 3 Modified Transformation. The Superintendent presented BISD Board of Trustee with the parameters of the grant, the qualifying criteria, and the Tier 3 Modified Transformation Model during the regular Board meeting of April 20th, 2010. The community has been informed since BISD Board meetings are televised live, via the BISD KBSD television station, Cable 17, and reruns are aired every Saturday, Sunday, and Monday evening at 7:00 p.m. Also, on Monday, April 19th, Area Administrators discussed the grant eligibility, parameters, and model with the District' Educational Improvement Council, comprised of teachers, administrators, campus support staff representatives and community/business members (as per Policy requirements). Thereafter, on Thursday, April 22nd, Thursday, May 6th, and Thursday, May 12th, the Superintendent of Schools presented all grant components to parents, community members, and business representatives at his Coffee with the Superintendent events. Since BISD schools are divided into cluster groups (as per campus zones) with one high school in each cluster, its 2 middle schools feeding into each high school, and its 7 to 11 elementary schools feeding into each of the middle schools, the entire Brownsville community has had the opportunity to provide input and to understand the magnitude of this grant opportunity. The April 22nd community event included all schools within the north and northeast sections of town. The May 6th event included all schools in the south and southeast segments of Brownsville. The coffee with the Superintendent events included all eligible schools and surrounding neighborhoods. These events are conducted in both English and Spanish in accordance with the needs of the District's clientele. All district-level stakeholders outlined above have endorsed the grant opportunity, and all concur that BISD grants be submitted as Tier 3 Modified Transformation with no need to remove principals.

At Hanna High School, the Principal and Grant Writing Team went to Region 1 for a presentation about the Grant on March 26. On March 30, the same team went to a follow-up meeting presented by Region 1. On April 21 the team attended a teleconferencing meeting with Region 1. After April 21st, the Principal met with Assistant Principals, Department Heads and SBDM to introduce the grant, to discuss the grant opportunity, and to plan the process for conducting a Comprehensive Needs Assessment (CNA) using the Probing Questions provided by Region 1 and using the BISD Summary of Priorities to record the priority list by department. After this meeting, the Department Heads met with Teachers in their departments to determine the campus needs and to determine if the Modified Transformation Intervention Model best suited the campus needs for reform. The Principal sent letters describing the grant opportunity along with surveys to parents. Also, teachers, students and staff were told about the grant opportunity and asked to participate in a survey to determine needs of the campus. The Faculty and Staff then met after school on May 11th to discuss the campus CNA; and the Department Heads met with their Teachers and Principals again on May 12 and 13 to discuss CNA investigation and to prioritize needs that the grant should address. On May 14, the Principal and the Writing Team received the feedback from each department on a form provided by BISD (BISD Summary of Priorities), along with survey results taken from parents, teachers, staff and students. The Principals and Department Heads then met with the Grant Writing Team to prepare the grant based on the (CNA).

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**Texas Title I Priority Schools Grant
 Schedule #4B—Program Description**

Part 2: Project Management Cont.

Section A: LEA (District) Capacity Responses are limited to **one page each**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.

Brownsville Independent School District's policies and procedures, an integral part of its operational efficiency, are well-defined and delineated. Homer Hanna High school strictly adheres to graduation requirements, promotion/retention requirements, grading procedures, attendance, and state requirements. Changes occur at Hanna when a state mandate is in effect, or when the Board of Trustees approves administration's recommendations for change. For example, BISD's grading procedures and its secondary Course Listing Guides are reviewed annually. That initiative is begun at the District level in the Department of Curriculum and Instruction. Department personnel request feedback from Hanna regarding recommendations for change. After meeting with teachers, Hanna Leadership team meets with district leaders to recommend and to discuss changes and to reach a consensus. District leaders then submit changes to the Board of Trustees (at a regularly scheduled meeting) for endorsement. Following this process, the LEA assures that it will modify any practices and/or policies to ensure full and effective implementation of the Tier 3 Modified Transformation Mode.

Cluster Area Assistant Superintendents will work in collaboration with Hanna High and the appropriate BISD Main Office departments to provide the needed research and support behind a request for a practice/policy change. The Board of Trustees supports research-based initiatives which significantly improve services to students and enhances their on-grade-level academic improvements and their graduation rates for college and career readiness. Simultaneously, BISD provides a significant level of empowerment to Hanna High administrators who make decisions about the daily operations and about the implementation of success-driven, research-based initiatives. Hanna High will set its own extended day/extended week and zero-period schedules (dates and time), based on students' needs. Hanna will have flexibility in the budgetary process and will make decisions regarding placement of state, local, and federal monies in instructional categories which will impact areas of need as indicated by the annual Comprehensive Needs Assessment priorities that define the improvement process to be followed on campus. Thus, Hanna may devote more budgeted funds to extended day and/or week services to students, or Hanna may elect to use significant chunks of funds for professional development in subject-specific pedagogy and/or differentiated instruction, or Hanna may spend funds to engage involvement of the community served by the school. Funds will also be available for ongoing, high-quality, job-embedded professional development, for staff collaborative planning time, for flexible time for teachers to work at disaggregation of data, and for home visits to families of students in need. Hanna makes the decisions about where to budget allocations. Additionally, we have the flexibility to make budget changes or amendments as needed throughout the year in the event that changes are needed as a result of the quarterly reports.

As a TTIPS Grant Campus, Hanna will also have flexibility to implement SIRC initiatives instead of district ones, i.e., discipline programs. In the area of Human Resources, Hanna principals recommend staff for promotion, extended day/week services (with compensation/\$35/hr.), and staff employment (non-renewal and rehiring). The campus leadership team engages teacher committees and uses campus teacher committees' input in searching for and hiring campus staff. BISD uses Texas Collaborative and CScope curriculum. Hanna has flexibility and is highly encouraged to supplement that curriculum source with lessons, activities, and materials designed to meet all students' needs, especially for ELLs, Special Education, and At-Risk Students. Hanna will set its own benchmark testing schedules and will provide some flexibility in the implementation of district benchmark schedules. Hanna's instructional decisions will be made after data is gathered from benchmark testing and the instructional interventions will be made to improve student success.

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Texas Title I Priority Schools Grant
Schedule #4B—Program Description

Part 2: Project Management Cont.

Section A: LEA (District) Capacity Responses are limited to **one page each**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.

The Brownsville Independent School District has a long and successful history of aligning all resources--federal, state, local, and community, to its efforts of support for campuses in improving instruction and achieving educational excellence. Currently, the District has already achieved a significantly high level of alignment of resources to identified needs. With all 5 high schools on Stage 3 AYP due to low graduation rates, Special Education and ELL lower reading and math scores, it became clear approximately two years ago that a new model for closing the gaps was needed. A task force was formed and their recommendations were funded by pooling resources. The State Compensatory budget allocated funds to each campus to hire not only an at-risk coordinator but also an at-risk counselor. The campus at-risk coordinator (State Compensatory funds), PEIMS supervisor (local funds), attendance liaison (Title I funds), and at-risk counselor (State Compensatory funds) work as a team recruiting students, re-engaging drop-outs, and targeting students at-risk of dropping out for immediate and deliberate fast-track interventions. All of these professionals also work closely with the District At-risk coordinator who shares best practices, research-based findings, and effective ways of reengaging students in schools. Additionally, a Memorandum of Understanding with the District has enabled the local Juvenile Justice Department to station probation officers at each the five high school campuses at no cost to the District. One last contributing entity to this endeavor is a "Communities In Schools" presence on each campus which also works with these disadvantaged students and their families. A high level of coordination is required to ensure that each of these entities is working with the team as a whole and is not duplicating efforts. As a result of these endeavors, our dropout rate has decreased .2%, our graduation rates have increased 4.4%, and our completion rates have increased 3.8%. Another evidence of aligning resources is the BISD Dual Enrollment program. The University of Texas at Brownsville has reduced fees for BISD students participating in dual enrollment courses: BISD pays books and tuition. Currently, approximately 3,050 BISD high school students are taking a total of 4,500 dual enrollment courses. The annual Superintendent's Scholarship Golf Tournament brings in approximately \$100,000 for scholarships for high school seniors. Architects, construction companies, and bank employees (just to name a few) participate in this golf tournament. Restaurants, stores, and even elected officials share financial and personnel resources with the BISD campuses that they adopt in the Adopt-A-School Program. These community officials, professionals, and businesses proudly display students' art work and poetry.

At the Hanna High School, we are committed to integrating our Federal Funds, State Compensatory Funds, and local funds to support all initiatives that positively impact student learning initiatives outlined in this grant. Therefore, Hanna High will collect data to evaluate the effectiveness of each initiative or activity for the purpose of funding future successful initiatives. Hanna staff fully assures the grantor that these initiatives will be sustained and funded after the three year term with the aforementioned sources.

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**Texas Title I Priority Schools Grant
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Part 2: Project Management Cont.

Section A: LEA (District) Capacity Responses are limited to **one page each**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.

The Campus Grant Project Manager position will be advertised with prerequisite qualifications and a job description posted as is the case with all BISD hires. Human Resources posting timelines and requirements will be met as well as timelines and procedures for recommendation for hire. The position of Grant Project Manager will require the following qualifications:

- 1) Masters' Degree and experience with managing or writing a grant;
- 2) Experience with budgets, budget amendments, budget changes;
- 3) Experience with supervision of instruction/programs;
- 4) Experience with using data to identify whether research-based and vertically aligned program is effectively meeting campus, state and local standards and goals;
- 5) Experience with analyzing data and teaching staff to analyze formative, interim, and summative assessment data and use of these results to inform and to differentiate instruction in order to meet the academic needs of individual students;
- 6) Experience with planning for and ensuring that all technical assistance from SIRC and other support agencies is on target, intense, laser-like, and precise according to campus needs;
- 7) Experience with formative and summative assessment models, multiple observation-based assessments, etc and tools of high quality and which reflect the student-growth factors; and
- 8) A deep understanding of the community served by the school.

The Campus Grant Project Manager will be required to perform the following:

1. Ensure that all grant activities are administered in accordance with all applicable statutes, regulations, program plans, and requirements.
2. Meet all local and state imposed reporting and evaluation deadlines.
3. Cooperate in carrying out any and all evaluation components required by TEA, make reports and back-up information available to all sponsoring agencies, and maintain records as required.
4. Conduct formative and summative evaluations to ensure that the following are occurring:
 - a) Training and mentoring activities are developing and increasing teacher and school leader effectiveness;
 - b) Multiple observation-based assessments of performance and ongoing collections of professional practice reflect student achievement and increased high school graduation rates;
 - c) Ongoing, high-quality, job-embedded professional development is aligned with the Hanna's comprehensive instructional program;
 - d) All financial incentives, increased opportunities for promotion/career growth, and flexible work conditions are being implemented in a manner that recruits and retains highly qualified staff with the skills necessary to meet the needs of students;
 - e) Established schedules are monitored to provide increased learning time as per grant requirements;
 - f) Ongoing mechanisms for family and community engagement are monitored as per grant requirements; and
 - g) Follow-up training in subject area TEKS, technology, advanced coursework, credit-recovery programs are monitored for fidelity to plan and to impact students' success.
5. Attend all orientation meetings, technical assistance meetings, and other periodic meetings and/or conferences required by SIRC and/or TEA pertaining to grant implementation and to sharing of Best Practice.
6. Facilitate and help coordinate collaborative efforts between District, community, and Hanna.

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**Texas Title I Priority Schools Grant
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Part 2: Project Management Cont.

Section A: LEA (District) Capacity Responses are limited to **one page each**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.

BISD will structure the office of the Area Assistant Superintendent of Cluster Schools to support the campus school improvement efforts. The District is organized into the Cluster/Feeder school concept. Elementary school students feed into middle schools in their Brownsville geographical section and the middle school students then feed into the high schools in their zone. Currently, BISD has 5 high schools, with 2 middle schools that feed into each of those, and 7 to 11 elementary schools that feed into the 10 middle schools. Each cluster is served directly by an Area Assistant Superintendent. This Cluster Area Assistant Superintendent will be the grant's shepherd, the district-level individual who will ensure that the campus has the support and assistance needed to build capacity and ensure that these grant funds are used to implement, fully and effectively, the required activities of the Tier III Modified Transformation reform model. The Shepherd reports directly to the Superintendent of Schools, thus facilitating communication regarding program needs and removing any barriers that layers in an organizational chart often imply. This Sheppard has first-hand access to Federal Programs, State Compensatory, and Curriculum and Instruction program administrators, so this organization will greatly enhance the Sheppard's ability to provide adequate resources and related support to the campus.

Furthermore, this individual participates in all BISD Board of Trustees meetings and has the right and first-hand access, under the approval of the Superintendent, to submit recommendations to the Board of Trustees. This arrangement will facilitate any policy or procedural changes and/or budget changes that may incumbent the grant's full implementation as a rigorous high-powered reform model. This individual has a first-hand working knowledge of the Brownsville community, and serves, at the will of the Superintendent, on a variety of district and local committees. The Shepherd can relate all information to all levels of stakeholders (students, parents, teachers, support staff, business and community members) on nearly a daily basis. The Shepherd will provide assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds already allocated to the campus. This person will also shepherd the campus in its analysis of its needs, ensure that its Comprehensive Needs Assessment process results in the delineation of priorities, and that the delineation of priorities is transformed into operative goals and objectives which mirror a deep and lasting reform of all components of the school. This District Shepherd at the District level will support, encourage, provide resources, redirect, and inspire Hanna for a deep-seated reform. The Shepherd will work closely with the campus Principal and the Leadership Team to develop and increase teacher and school leadership effectiveness. The District Shepherd will help inspire staff and model high expectations for student achievement, professional practices, research-based best practices strategies, and vertical alignment of curriculum from grade level to grade level. This individual will be an expert in collaboration, instructional management, use of data to drive all campus decisions, job-embedded professional development, differentiated instruction, and laser-like school reform. This individual will be an individual with successful campus instructional leadership experience as well as an individual with a heart firmly implanted in the Brownsville community and its most valuable resource, its children.

Vested in school reforms, the Shepherd views this role as an integral part of the job responsibilities, feels responsible for the transformation process, has a direct line of contact with the Superintendent, has authority to influence central office departmental procedures, has experience as a building principal, views self as a positive change agent, and possesses effective communication skills. The Shepherd is committed to 1) ensuring that the campus is provided operational flexibility, 2) providing for the effective implementation of all components of the transformation process, 3) monitoring the progress of 90-day action plans, 4) communicating with transformation campus and scheduling its meetings on a regular basis, 5) removing LEA barriers that may hinder the transformation process, 6) providing support and feedback to the principal and teacher leaders upon need or request, 7) taking an active role in problem-solving with the principal and teacher leaders, 8) attending campus leadership meetings, 9) assisting in recruitment of qualified staff, and 10) assisting in increasing parent and community involvement and positive school culture.

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**Texas Title I Priority Schools Grant
 Schedule #4B—Program Description**

Part 2: Project Management Cont.

Section A: LEA (District) Capacity Responses are limited to **one page each**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.

The Brownsville Independent School District has the capacity to sustain the campus reform efforts after the grant funding period ends. With nearly \$28,000,000 in Title I Regular funding and \$45,000,000 in State Compensatory funds being generated yearly, the District has a strong foundation to support campuses and their initiatives, both past, present, and future. Additionally, BISD's current tax collection rate is 98% and average ADA stands at 96.1%. Although the District, like all of those across Texas, uses a variety of funding sources to support District initiatives, such as our CScope curriculum and instruction program, most of the District's categorical funds are distributed to campuses which generate the funds on a per pupil allocation. Therefore, campuses have local, state, and categorical funds which they control and which they appropriate to their needs as prioritized by the annual Comprehensive Needs Assessment (CNA) process. Campuses will have the funds and/or the District will appropriate funds to ensure that, at the end of the grant period--initiatives, activities, and strategies which have proven successful in increasing on-grade-level assessment results, increasing graduation rates, and decreasing drop-out rates will continue to be funded.

Many district initiatives already exist which provide funds to increase course offerings, lower class sizes, and significantly impact many of the Critical Success Factors (CSF) fundamental to this grant initiative. BISD currently operates its programs and systems in alignment with the grant's CSFs and will continue to do so after the grant period because BISD bases its initiatives and decisions on research-based, scientifically relevant data. Examples follow: **1)** BISD aggressively improves academic performance through the use of data driven instruction as is evidenced by its 2009 BROAD award. Curriculum alignment, both vertical and horizontal, is systematized through the use of the Texas Regional Collaborative CScope curriculum. BISD has been one of the first to implement CScope in math, science, ELA, and social studies. Currently campuses use an on-going monitoring instrument EDUPHORIA which is used by campus instructional leadership teams in their visits to classrooms and conversations with teachers about improvement; this instrument is tied directly to the District's Teacher Appraisal Instrument. CScope based walk-through forms is an integral component of the software which enables instructional leaders to input data about classroom walk-throughs and visits; the system also provides the observed teacher with immediate feedback to respond to questions and to request further assistance and/or clarification. **2)** A long tradition of rigorous professional development initiatives contributes to increasing teacher quality. Classroom teachers have a myriad of opportunities for professional development annually, but the campus and individual teacher decide to select growth opportunities meeting the priorities of the CNA. Most recently, BISD has become the recipient of the Math Instructional Coaches grant whose main component is on-going job embedded professional development. All state issued TEKS revisions and professional developments are turned around at the District level and provided to all content specific teachers, Pre-K-12. **3)** Additionally, instructional leadership teams are constantly involved in on-going job embedded professional development and increased learning of resources or data utilization strategies. **4)** BISD uses quality data to drive instruction, which is evidenced in its use of benchmark testing, the Texas Math and Science Diagnostic System database, and WebCATT software. Teachers are fast becoming experts at looking at the data collected through these and a variety of other instruments (TPRI, Tejas LEE, CCPALLS), and grouping or regrouping for Tier 2 or Tier 3 instruction, based on the data available through technology. Software and hardware on each campus and at the District level facilitate immediate access to results so that those results can drive instruction and on-going communication in the collaborative planning of instruction, remediation, and acceleration. **5)** All BISD schools currently have opportunities for increasing learning time via the use of zero period classes, after school tutorials, Saturday academies, and other calendar modifications which enhance instruction. **6)** Improving school climate and increasing parent/community involvement are also annual goals in each campus' annual Improvement Plan. A parent liaison on each campus as well as a great variety of chess, art, photography, Bible study, environment clubs, student councils, and parent support groups already enhance advances in both of these areas.

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**Texas Title I Priority Schools Grant
Schedule #4B—Program Description**

Part 2: Project Management Cont.

Section A: LEA (District) Capacity Responses are limited to **one page each**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.

Brownsville Independent School District requires all external providers of services or products to either respond to an RFP, RFQ, or be on the state’s approved vendor list. Therefore, Region XIII’s School Improvement Resource Center, as a state-approved vendor has met the criteria of rigor, research-based, and quality demanded by the grant’s specifications. The same applies to the Region I Educational Service Center menu of support offerings. Thereafter, vendors already on the District’s annual vendor list for services and/or resources will also have to meet the criteria of being screened by the District for quality, scientifically-researched based Best Practices. New or proposed vendors will be judged on the following criteria as appropriate to the service and product:

- 1) Research-based;
- 2) Vertically and horizontally aligned to next grade level and state/local standards;
- 3) Sustained on-going, job embedded professional development;
- 4) Technology appropriate to students’ daily experiences and instructional needs;
- 5) Alignment to CScope, Advanced Placement, Dual Enrollment, and current district initiatives;
- 6) Formative, interim, summative, and progress-monitoring assessment components contained within product/service as relevant;
- 7) Intensive technical assistance and related support built-in service;
- 8) Unique and specific needs of specific populations (LEP and Special Education) addressed at a highly visible and effective level; and/or
- 9) Provision of appropriate social-emotional and community-oriented services and supports for students via local presence and significant history of successful endeavors.

As with all other purchasing processes, grant external providers will be processed through the BISD Purchasing Department and in compliance with BISD Policy as well as all pertinent state and federal guidelines. Memorandums of Understanding will be reviewed by BISD Legal Counsel and recommended by Administration for approval of the Board of Trustees. No purchase of goods or services will occur outside the grant specifications and BISD’s policies and procedures. Grant funds will only be expended in compliance with all pertinent local, state, and federal guidelines. The campus Area Assistant Superintendent or District Shepherd will facilitate these processes for and with campuses entrusted to his care. The District will waive procedures, such as an annual bidding process for external providers, instructional materials, and/or consultants, so that more than one bid process occurs within a year’s time span. This waiver will facilitate campuses’ engagement of vendors and providers and will greatly reduce time spent in moving through the organizational structure for receipt of goods and services. Vendors will be recruited through a great variety of avenues: website, KBSD BISD Instructional Television Studio, newspaper announcements, and word of mouth regarding successful endeavors of vendors in providing laser-like services to schools in need of reform. In all cases, external providers will ultimately be evaluated against the criteria of research-based, scientifically researched highly successful services to schools and districts.

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Texas Title I Priority Schools Grant
Schedule #4B—Program Description

Part 2: Project Management Cont.

Section A: LEA (District) Capacity Responses are limited to **one page each**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.

Site visits to other campuses successfully implementing the Tier 3 Modified Transformation model or other initiatives which have resulted in high student performance, extraordinary success with on-grade level instruction (as reflected by TAKS Commended scores) and high levels of success with LEP and Special Education TAKS scores will be allowed. Sites will be selected by the campus and approved by the campus' District Shepherd based on the following criteria:

- 1) Percentage of commended TAKS scores by grade level, subject area, and student population (all students, LEPS and Special Education);
- 2) Historical review of increase of percentage commended TAKS scores by grade level, subject area, and student population (all students, LEPS and Special Educaiton) over past 3 years (baseline Spring 2007);
- 3) Reduction of the gap between state assessment scores of Special Education and LEPs and regular students over a 2 to 3 year period;
- 4) Reduction of the gap between commended state assessment scores of Special Education and ELLs and regular students over a 2 to 3-year period;
- 5) Increases in graduation rates over past 3 years (baseline Spring 2007/High Schools only); and/or
- 6) Reduction in drop-out rates over past 3 years (baseline Spring 2007/High Schools only).

Visitation sites will also be selected based on evidence that the school operates transparently under the ~~7 Mile Stones~~ *CSE, KC 8/24/10*. Web-sites and literature regarding the campus should be investigated prior to visitation to ensure that **1)** Campus decisions are driven by research and data, vertical and horizontal alignment, and provision for on-going monitoring of instruction and **2)** by a high priority to increase teacher quality through on-going, job-embedded professional development, and evidence that highly qualified individuals are recruited/retained through a variety of effective strategies. **3)** Positive school climate increases high attendance rates, reduces discipline issues, and provides a large and varied scope of extra-curricular activities and opportunities for student engagement. **4)** The campus leadership team exemplifies the use of a toolkit of powerful resources such as the operational flexibility, resource and data utilization, and a philosophy of life-long learning through job-embedded professional development. **5)** Teachers are experts in the disaggregation of data to make instructional decisions based on data and collaborate with leaders and colleagues. **6)** Parent and community involvement is visible throughout the school, and there is significant evidence of accessibility to community resources and services. **7)** Students have opportunities for increased learning time through tier 2 and 3 instructional segments, zero period class offerings, after-school tutorials, and Saturday and summer academies. Once a site or sites have been selected for visitation, permission, of course, must be secured from the campus Principal as well as the Cluster Area Assistant Superintendent. Dates and times must be agreeable to both groups and visiting participants must complete BISD professional leave paperwork and have it approved prior to departure. Depending on the size of the visiting group and the campus to be visited, as well as the scope of the visit (academic subject or grade level specific versus overall school climate visit), visitors might be scheduled in teams and/or for specific blocks of time. Regardless of the details, the visit must be well coordinated, have a specific goal and end product, not overburdening the visited nor the visitor. While the details of each visit are dependent upon the desired outcome, the following is a list of possible critical questions that must be observed during the visit:

- 1) Are the strategies research-based, comprehensive instructional reform strategies, and do the strategies make continuous use of student data (formative, interim, summative) to inform instructional decisions such as regrouping, differentiation of instruction, and use of technology?
- 2) Is there sufficient flexibility and sustained support for implementing the strategies?
- 3) Are teachers provided ongoing, intensive technical assistance in implementing the strategies?
- 4) Is there evidence that the strategies were provided sufficient financial support for full implementation?
- 5) Are staff members committed to the implementation? What is the level of buy-in for impacting student success?

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**Texas Title I Priority Schools Grant
Schedule #4B—Program Description**

Part 2: Project Management Cont.

Section A: LEA (District) Capacity Responses are limited to **one page each**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Lack of Capacity -- If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.

Not applicable.

The Brownsville Independent School District does not have any Tier I or Tier II eligible campuses.

All 20 BISD Tier III campuses are submitting grant applications.

Brownsville ISD has the capacity to serve each campus applying for grant funding and is fully committed to serving each campus awarded a NOGA.

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**Texas Title I Priority Schools Grant
Schedule #4B—Program Description**

Part 3: Intervention Model

Section A: Intervention Model Selection Process

Intervention Model to be Implemented – Indicate the model(s) being *considered* by the LEA/campus for implementation. Indicate whether the LEA/campus will participate in the TEA Approved Model with Technical Assistance provided by the TEA-funded School Improvement Resource Center or the LEA/campus will implement its own intervention design within the requirements of the grant program.

- Turnaround
- Closure
- Restart
- Transformation
- Tier III Modified Transformation

- TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center
 - Supplemental Education Services (SES) incorporated into the intervention model
- Note: Applying to implement the TEA Approved Model with Technical Assistance Provided by the School Improvement Resource Center in no way implies or guarantees funding.*
- The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE

Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page

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**Texas Title I Priority Schools Grant
Schedule #4B—Program Description**

Part 3: Intervention Model

Section B: Model Selection Process –Describe in detail:

1. The process the LEA and campus followed/will follow to select a school intervention model that aligns to the identified needs of the campus.
2. The timeline delineating the steps the campus will take to implement the selected intervention.

Responses are limited to **five pages**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

A Tier 3, Title One Campus, Homer Hanna High School services some of the poorest students from Cameron Park, one of the most economically disadvantaged neighborhoods in the United States. Brownsville, located in Cameron County is also one of the poorest in Texas and the United States. Ninety-three, point nine percent of our students are Hispanic, 87.7% are economically disadvantaged, and most come from recent immigrant families who do not speak English, or they speak English as a second language. Coming from traditional Hispanic homes where the concept of close family unit--*la familia*--plays an important emotional role, incoming freshman find it difficult to adjust to Hanna High School, one of the largest in South Texas with over 3,000 students. Also, many of our students' families do not have a formal high school education, much less a college education; so many students do not appreciate the value of an education and end up dropping out after their freshman or sophomore year. Out of approximately 1,050 freshmen, we lose about 350 by their junior year. Our graduation rate for 2009 is 72.6 %. To add to our challenge, according our AEIS report, Hanna High has not met Annual Yearly Progress (AYP) for four consecutive years. Hanna and Brownsville Independent School District (BISD) recognize the serious gaps, barriers and weaknesses between the general population and the special population (ELL, Special Education, and At-Risk Students): Our assessment data shows that there is a 40 point gap between our special population and regular population. Additionally, Hanna and BISD recognize that even in our regular population, the rate of students achieving on level mastery, or even commended in TAKS-- in all objectives and student expectations--for each core subject (science, math and reading and writing) should improve in order to make all students career and college ready. After extensive discussions and research, our stakeholders at Hanna recommend the model of small learning communities--**Soaring Eagle Academy (SEA)** to ease the freshman's transition from a smaller middle school setting into a larger high school.

Taking these facts into consideration, along with other facts found in our Comprehensive Needs Assessment (CNA) report, Hanna recognizes that it must use the SIRC Tier 3 Modified Transformation Intervention Model. However, stakeholders agree that we should retain our principal because she is highly committed to improve and maintain high standards; also, our TAKS scores and campus climate have shown some improvement since she came to our campus. And our effective leader has shown enthusiastic commitment to continue this path of improvement with the needed grant funds. Under her leadership, stakeholders at our campus can implement SEA to help close achievement gaps not only to meet but also to exceed federal and state expectations regarding student success.

Clearly, the Modified Transformation model fits the direction Hanna needs to take in all its components and commitments. In **Year One**, in order to implement all components: 1) to develop and increase teacher and school leader effectiveness, 2) to implement comprehensive instructional reform strategies, 3) to increase learning time and create a community-oriented school, and 4) to provide operational flexibility and sustained support for school reform, Hanna will focus on improving **academic performance in core subjects** with a special emphasis, but not limited to **ELA and math**. Depending on students' scores, some of our freshmen and sophomores may have to take additional math and reading classes. Successful reading and math skills are fundamental to students' success in science and social science. Also, research shows the importance of teacher instructional quality, school climate, parental involvement, and effective leadership—all components of the seven Milestones needed to be in place at Hanna in order to close gaps between regular populations and special populations. Taking all of these facts into consideration and into planned action that requires process, Hanna campus will implement the following activities using grant funds:

Step 1

For Years 1, 2 and 3, freshman entering Hanna will be placed in small learning communities named **SEA** and divided among core SEA teachers who have common planning periods. Core teachers will begin the year by reviewing AEIS-IT reports for their classes. After reviewing TAKS scores (or other relevant test results from the end of the previous year) by objective and **Student Expectation (SE)**, teachers will develop **individualized lessons** for SEA student groups to begin the school year. Additionally, during common planning periods, teachers will monitor student progress in core

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Section B: Model Selection Process Cont. Responses are limited to **five pages**, front side only, with a font size no smaller than 9 point (Arial or Verdana). Responses are limited to **five pages**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

subjects, monitor student attendance, and review data analysis taken from benchmarks. (GradeSpeed contains daily work grades, six weeks averages, and attendance.) Teachers will plan jointly during common planning periods, share successful lessons and research findings, and/or develop lessons or instructional interventions to address students' needs. By monitoring attendance, SEA teacher will conduct truancy interventions. At the end of each six weeks, SEA Teachers will monitor student progress by holding **Data Review Sessions (DRS)** to evaluate aligned test data in four core subject areas. SEA Team Leaders (SEATL) and SEA Team Teachers (SEATT) will have **Proactive Interventions (PI)** to monitor student attendance and grades. They will also refer students to **Saturday Eagle Workshop (SEW)** or to ongoing tutorial sessions before school, after school or during lunch. To keep track of student compliance with instructional intervention, SEA teachers will issue **Instructional Ticket (IT)** (in triplicate form) to students who are not mastering Student Objectives or **Student Expectations (SE)** after teachers review their weekly or six weeks grades.

Step 2

To improve student success, the campus will implement an advisory period during the day, so that teacher mentors will monitor grades, attendance, behavior, discipline, and on-going transcript. SEA students will be provided with the following: guidance and mentoring opportunities, communities in schools advocates who will assist with social issues, and a probation officer to monitor students who are currently dealing with the justice system. The campus will hold a series of presentations on common teen issues such as bullying, conflict resolution, drug addiction, or other relevant issues based on students' needs and determined by SEA Teachers who closely monitor students' needs. To inspire students for future careers, students will be encouraged to sign up for extra-curricular activities and community service, and they will be rewarded for doing so. The campus will provide a college preparation center to assist students with meeting college acceptance requirements, to help students acquire financial aid and to help students explore optional vocational careers and the technical schools that support these careers and professional careers and the colleges that support programs for these fields. Early planning for a career keeps students focused in school. For student meeting acceptable attendance (The acceptable attendance will be determined by the SEA Team and teacher mentors.) and passing all core subjects, the campus will provide incentives every six weeks and/or at the end of the year. (For students passing core subjects and having acceptable attendance, students will be rewarded with a recreational day. For students achieving straight A's at the end of the school year, the incentive will be for the student to attend a state or federal leadership learning excursion.) The SEA Team may provide other incentives as the need arises to improve and to promote rigorous academic performance for all students. Sometimes rewards for At-Risk students need to be provided as students show small increments of improvement to keep their improvement on track. Students' achievements will be celebrated though out the school year by utilizing technology, such as web site, projector screens, television, and campus announcements.

Step 3

To assure parental involvement, SEA Teachers will hold six weeks conferences with parents whose children are not making adequate progress as per aligned assessments. SEA Teacher Teams will hold monthly parental involvement meetings. Parents will also be provided with counseling opportunities to improve parenting skills, educational opportunities on campus to improve their language skills, and technology trainings to use computers to access child's grades posted on GradeSpeed, or to improve reading, research or writing skills in English. To keep parents informed about meetings, tutorials, and academic successes, parents will be provided with newsletters (in Spanish and English) and with access to posted announcements on Hanna's web site.

Step 4

To support the learning environment of the students and parents, not currently enrolled in SEA academy, but not limited to these students, the campus will extend instructional learning time by providing tutorials before school, after school, and during lunch. In addition, our library will extend its hours into the early evening to provide students and their parents with access to computers, books and research materials. Parents will be offered opportunities to improve their English reading, writing and speaking skills, and their skills in computers so that they can monitor their child's

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six weeks progress on GradeSpeed. As mentioned earlier, to monitor all students' compliance of attending extended instructional services, especially after they exit SEA Academy, teachers will issue **Instructional Ticket (IT)** to students who are not mastering **Student Expectations (SE)** after teachers review their weekly grades. In addition, students will be provided with a **Homework Assistance Program (HAP)** in live chat room. Teachers will provide additional opportunities for credit recovery programs as well as acceleration opportunities throughout the school, as well as during the summer for all students who fall behind their grade level course requirements so that they will graduate with their cohorts.

Step 5

To improve instructional strategies, qualities and effectiveness, SEA Teacher Teams (SEATT) will conduct a school-wide needs assessment to determine teacher development needs at the beginning of Year One (2010-11). Based on the results of needs assessment and based on the evaluations conducted by **Administrative Leadership Team**, or (ALT) (comprised of Principal, Dean of Instruction, and Assistant Principals) and/or **Lead Teachers (LT)** (Comprised of Department Heads), SEATT will receive extensive, embedded training on teaching effectively within small learning communities from outside providers that include, but not limited to SIRC. And recognizing that we have master teachers, we will use the "teachers teaching teachers" model. (Some Master Teachers may also attend leadership training, depending on need.) Teachers may also attend any of the following trainings, but not limited to these: effective use of CScope; affective/socio-emotional interventions; character and relationship building; time-management training; using schedule flexibility; using and providing manipulative and modified instruction; using innovative relevance based practices; using hands on interactive, intervention models; using supplemental and effective technology to improve the academic achievement of, but not limited to, ELLs, Special Education, and At-Risk Students. The training for these special populations will focus on students' acquisition of academic language needed for college and/or career readiness. If needed, teachers will attend training to learn to use technology programs that interpret and summarize data to identify students' needs. Teachers will also learn how to use the information to improve or alter instruction to meet the students' needs. Teachers may also attend any training described in the next sections if the teacher needs additional training to meet the **Teacher Evaluation Tool** described below. To insure the instructional conformity of the grant initiatives, new SEA Teachers will be assigned a mentor to ease their transition into the classroom. In the end, Hanna will create a culture that is data and research driven to improve instruction.

Step 6

In Year One, Administration will redesign a **Teacher Evaluation Tool (TET)** that shows student centered classrooms using research based strategies that include technology (iPads, E Instruction-CPS Response Systems, Translator Pen, Graphing Calculators, Interwrite Pads, Computers on Wheels, just to name a few possibilities). To support the use of technology, evaluations will include instructional strategies using Socratic Questioning, Manipulatives, Cornell Note-Taking, cooperative and collaborative learning, and many more Best Practice strategies to improve instruction. These initiatives will be evaluated by the **Administrative Leadership Teams (ALT)** and/or **Team Leaders (TL)** who will conduct walk-throughs and/or 45 minute observations using Eduphoria software to measure quality and quantity of instruction. These evaluations will be used to redirect instruction if necessary to assure rigor and student engagement, and TET will be redesigned to meet the changing instructional needs of students or teacher training, if necessary.

Step 7

To improve leadership among the ALT, these administrators will attend trainings on the implementation of Best Practice strategies in order to conduct quality evaluations to provide constructive, instructional feedback to classroom teachers. (In many cases, teachers and ALT will be attending the same Best Practice training.) Also, our Instructional Leader, along with other ALTs, TLs, or STLs will attend leadership trainings through SIRC, Dana Institute, Texas Turnaround Leadership Academy, State Leadership Conferences, and/or National Conferences to assure that she/they has/have the latest innovative ideas and practices to lead and implement all grant initiatives on this campus with quality that will assure instruction that closes all gaps. ALTs, TL, and/or STLs will attend trainings in coaching, mentoring and reflection, and _____

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Part 3: Intervention Model

Section B: Model Selection Process Cont. Responses are limited to **five pages**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

self-assessment training to build their capacity to disaggregate data and use the information gathered for on-going curriculum and school improvement and for mentoring that is necessary to improve teaching quality to improve student outcome.

Step 8

During Summer One (2011) and Summer Two (2012), SEA Teachers will participate in a **Summer Planning Academy (SPA)** to review and evaluate updated data from previous year's assessments, and they will also review a variety of Best Practices for the improvement of the instructional program for the upcoming year. Teachers will evaluate curriculum used throughout the year and redesign it as they gain insight about Best Practice strategies to implement during Year Two (2011-2012). After reviewing disaggregated data, SEA Teachers will be paid financial incentives based on students' academic performance and attendance as determined by stakeholders after reviewing individual cases.

Step 9

During Summer I (2011) and Summer 2 (2012), SEA teachers will offer a summer orientation camp for incoming freshman, ELL Students and Special Education Students. These sessions will help bridge the educational gap between middle school and high school and will help students assimilate into the high school environment. These students will be given a two week program that allows them to gain up to two elective credits, mingle with upper classmen, gain knowledge about all the clubs available on our campus, gain knowledge about career pathways, and meet teachers, counselors, and administrators. Additionally, these students will be introduced into the many community services, and they will be encouraged to participate in those appeal to their interests.

Step 10

Ongoing for every quarterly report, all teachers and administrators involved with gathering data for quarterly reports will meet with Grant Manager, Shepherd, and other concerned Stakeholders before the report is due to review data, evaluate progress, and plan proactively if current plans are not showing immediate progress to improve students' academic success and school climate.

These are the 10 Steps to success that Hanna High will implement with the grant funds to create a community that mimics and supports the Mexican culture that values the family unit. Obviously, these are ongoing process initiatives that will need adjustments if the quarterly reports flag an area of concern in leadership, parental involvement, teacher quality, or academic performance. Adjustments will be made to any area of concern. Our goal is to provide the necessary training and needed technology so that after three years our campus will be comprised of self-sustained professionals with a clear view of the future, and a secure, professional staff that can be self-sustained as the infection of research in Best Practices and data-driven instruction continues to grow among the professionals at Hanna who place all students' needs in the forefront. Clearly, the gaps, barriers and weakness need to be eliminated so that all students are armed with the rigor in reading, writing and mathematical skills; in critical thinking skills; in technology skills; in interpersonal skills; and in time management skills—among the few, but most important skills and competencies necessary in a world that is constantly changing by presenting new challenges. All our students have the right to be armed with the education that enables them to make the choices to become the future medical technicians, doctors, nurses, engineers, physical therapists, auto body mechanics, automotive technicians, teachers, computer technologists, entrepreneurs, architects, or any profession that drives their passions. The grant funds will support us with necessary funds to achieve our vision for our students so that they exceed state and federal standards to become college and/or career ready in the Twenty-First Century.

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Section C: Groups of Participants - List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.

1	Board of Trustees
2	Campus Principal
3	Campus Instructional Leadership Team (Assistant Principal, Instructional Facilitator/Dean of Instruction)
4	Teachers
5	Support Staff (Instructional Assistants, Custodians, Cafeteria Workers, Office Staff)
6	Students
7	Parents
8	Business Community
9	Community agencies serving the campus
10	Students at feeder pattern schools

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Section D: Improvement Activities and Timeline

On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.

For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity.

- 1 - Improve Academic Performance, including (but not limited to) Reading/ELA and Math
 - A. Data-driven instruction
 - B. Curriculum Alignment (both horizontal and vertical)
 - C. On-going Monitoring of Instruction
- 2 - Increase the Use of Quality Data to Drive Instruction
 - A. Data Disaggregation/Training
 - B. Data-driven Decisions
 - C. On-going Communication
- 3 - Increase Leadership Effectiveness
 - A. On-going Job Embedded Professional Development
 - B. Operational Flexibility
 - C. Resource/Data Utilization
- 4 - Increase Learning Time
 - A. Flexible Scheduling
 - B. Instructionally-focused Calendar
 - C. Staff Collaborative Planning
- 5 - Increase Parent/Community Involvement
 - A. Increased Opportunities for Input
 - B. Effective Communication
 - C. Accessible Community Services
- 6 - Improve School Climate
 - A. Increased Attendance
 - B. Decreased Discipline Referrals
 - C. Increased Involvement in Extra/Co-Curricular Activities
- 7 - Increase Teacher Quality
 - A. Locally Developed Appraisal Instruments
 - B. On-going Job Embedded Professional Development
 - C. Recruitment/Retention Strategies

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Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1 A	9 th Grade Students will be organized into Small Learning Communities (SLC) called Soaring Eagle Academies (SEA).	Research and campus surveys show that SLC meet the needs of 9 th Grade Students academically and emotionally to transition from middle school to high school	<i>Implementation Study of Smaller Learning Communities: Final Report.</i> (2008) Bernstein, U. S. Department of Education.	Fall of 2010	Summer of 2013 continue after grant
1A, 1C	Teachers will hold Data Review Sessions (DRS) for Soaring Eagle Academy (SEA) students at the end of each six weeks period to evaluate aligned test data in 4 core subjects.	Collecting, interpreting, and using data to drive instruction improves learning outcome as it customizes or individualizes the cognition for the students in core subject.	<i>Using student achievement data to support instructional decision making.</i> (NCEE 2009-4067) Hamilton, Halverson, Jackson, and Mandinach, Supovitz & Wayman, 2009.	Fall of 2010	Summer of 2013 continue after grant
1A	Core teachers will interpret assessment data using AEIS-IT to develop individualized instruction in SEA groups.	Using formative assessments to evaluate learning and to determine minor adjustments diminishes frustration and addresses student's immediate need.	<i>The value of formative assessment.</i> (2007) National Center for Fair and Open Testing	Fall of 2010	Summer of 2013 continue after grant
1A, 1C	SEA teacher teams will have common planning period to monitor student progress in core subjects, review data analysis, plan jointly to develop lessons and to grow professionally.	Collaborative planning provides opportunities for teachers to work together to plan lessons horizontally and vertically and to consult with colleagues to develop their teaching strategies.	<i>Success school turnaround: Seven steps for district leaders.</i> (2009) Kowal, J.	Fall of 2010	Summer of 2013 continue after grant
1A	SEA teachers will adopt instructional/assistive technologies to modify classroom instruction to meet the needs of ELL's, SPED and At-risk students.	Research indicates that technology must be used in ways that align with curricular and teacher goals, and offer students opportunities to use these tools in their learning.	<i>How people learn: Brain, mind, experience and school.</i> (2000) Bransford, J.D.	Fall of 2010	Summer of 2013 continue after grant
1B, 1C	SEA teachers will devise assessments every six weeks to create alignment between curriculum standards and classroom	Student will be able to perform at a higher level of proficiency on assessments when instruction is aligned.	<i>Aligning tests with states' content standards: Methods and issues.</i> (2003). Bhola, D.S.	Fall of 2010	Summer of 2013 continue after grant

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	instruction.				KC 8/24/10
1B	SEA English Language Arts teachers will increase academic achievement of ELL's, Special Education and At-risk students by developing academic language using supplemental technology.	Research indicates that technology must be used in ways that align with curricular and teacher goals, and offer students opportunities to use these tools in their learning.	<i>How people learn: Brain, mind, experience and school.</i> (2000) Bransford, J.D.	Fall of 2010	Summer of 2013 continue after grant
1B	ELA SEA teachers will increase academic achievement of ELL's, Special Education and At-risk students by implementing a hands-on interactive intervention model.	Using differentiation of instruction and multiple instructional modalities such as hands-on and group activities improve student needs.	<i>A new commitment, effective remediation strategies for high school students.</i> (2001) Portz, J.	Fall of 2010	Summer of 2013 continue after grant
1B	SEA teachers will participate in summer writing curriculum camps that will focus on aligning all core subjects both vertically and horizontally.	When instruction that is aligned to standards is implemented in classrooms, students will be able to perform at higher levels of proficiency.	<i>Aligning Test with States' Content Standards: Methods and Issues.</i> (2003). Bhoa, D.S.	Fall of 2010	Summer of 2013 continue after grant
1B	SEA mathematics and science teachers will increase academic achievement of ELL's, Special Education and At Risk students by providing manipulatives and modified instruction.	Using differentiation of instruction and multiple instructional modalities such as hands-on and group activities better address student needs.	<i>A new commitment, effective remediation strategies for high school students.</i> (2001) Portz, J.	Fall of 2010	Summer of 2013 continue after grant
1B	SEA Social studies teachers will enhance student performance by implementing innovative and research based practices.	In order for students to retain historical content, teachers need to make it come alive and relevant to the students.	<i>"More Teachers Taking Hands-on History Lessons,"</i> (2008) Shapira, I.	Fall of 2010	Summer of 2013 continue after grant
1B	SEA science teachers will enhance student performance by implementing innovative relevance based practices	The best way to help students retain abstract concepts in science is for teachers to make instruction more relevant through the use of manipulatives.	"Hands on Science...: Using Manipulatives in the Classroom" Berk, Elaine. (1999). Reston, VA: Principal.	Fall of 2010	Summer of 2013 continue after grant
1C	Administrative Leadership Team will redesign a classroom observation tool to link data on instructional practices to students' achievement. This data will be used to inform decisions regarding teacher professional development and the	Results for students improve when the adults in the school change what they do that influences student learning.	<i>Adolescent literacy walk-through for principals: a guide for instructional leaders</i> (2009). Rissman, L., Miller, D.H.	Fall of 2010	Summer of 2013 continue after grant

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	need for additional instructional resources.				KC 8/29/10
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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2A	SEA Teachers teams will conduct a school-wide needs assessment to determine teacher development needs.	The ability to use data more effectively for instructional decision making is a powerful tool.	<i>You don't have to be a statistician to use data: a process for data based decision making in schools.</i> (2009) Flowers, N.	Fall of 2010	Summer of 2013 continue after grant
2A	SEA teachers will participate in various data-driven instructional trainings including but not limited to the <i>Early Warning System</i> and <i>Margaret Kilgo</i> to facilitate using data to modify instruction.	Scores improve when teachers use a variety of data to adjust curriculum	<i>You don't have to be a statistician to use data: a process for data based decision making in schools.</i> (2009) Flowers, N.	Fall of 2010	Summer of 2013
2A, 2B	SEA teacher teams will receive training on the use of multiple programs designed for data collection and review such as AEIS IT, Compass Learning, etc.	Students' scores will improve when teachers use data to drive instruction.	<i>You don't have to be a statistician to use data: a process for data based decision making in schools.</i> (2009) Flowers, N.	Fall of 2010	Summer of 2013 continue after grant
2B, 2C	Data Review Sessions (DRS) will be held for Soaring Eagle Academy (SEA) teacher teams at the end of each six weeks period to evaluate aligned test data results, to interpret student progress, and modify curriculum for the subsequent six weeks, as needed..	Develop a plan for collecting, interpreting, and using data. Dedicate time and develop structures for schools and teachers to use data to alter instruction.	<i>Using student achievement data to support instructional decision making.</i> (NCEE 2009-4067) Hamilton, Halverson, Jackson, and Mandinach, Supovitz & Wayman, 2009	Fall of 2010	Summer of 2013 continue after grant
2B	SEA teacher teams will interpret assessment data using AEIS-IT to develop individualized instruction.	Use formative assessments to evaluate learning and determine what minor adjustments can be made to instruction to enhance student understanding.	<i>The value of formative assessment.</i> (2007) National Center for Fair and Open Testing	Fall of 2010	Summer of 2013 continue after grant

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2B	SEA teacher teams will participate in a Summer Planning Academy (SPA) to collect and evaluate data from a variety of sources for the improvement of the instructional program.	One important element of dropout prevention is the early identification of students at the highest risk.	<i>What matters for staying on track and graduating in Chicago Public Schools: a close look at course grades, failures, and attendance in the freshman year.</i> (2007) Allensworth, E.	Summer 2011	Summer of 2012
2C	SEA teachers will disaggregate benchmark results every 6 weeks and use accelerated instructional practices and pull out programs to help students overcome educational deficits.	Differentiating instruction allow classroom teachers to provide effective instruction to all students.	<i>How to differentiate instruction in mixed-ability classrooms.</i> (2001) Tomlinson, C.A.	Fall of 2010	Summer of 2013 continue after grant

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**Texas Title I Priority Schools Grant
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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 3: Increase Leadership Effectiveness

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3A	Administrators and teacher leaders will participate in leadership training sessions through SIRC.	Through professional development, school leaders are better equipped to promote and create opportunities for staff to share in leadership responsibilities.	Sustainable Leadership (2006) Hargreaves, A.	Fall of 2010	Summer of 2013
3A	Administrators and teacher leaders will participate in leadership training provided by the Dana Institute.	The grant initiatives will have greater success if the campus leaders are knowledgeable in effective and successful school reform strategies.	<i>Facing the Challenge of whole school reform.</i> (2002) Berends, M.	Fall of 2010	Summer of 2013
3A	Administrators and teacher leaders will participate in leadership training provided by the Texas Turnaround Leadership Academy.	The success rate of students multiplies exponentially when the administrative leaders on the campus are strong instructional leaders.	<i>Leading Your School Through School Improvement: A Principal's Role.</i> School Improvement in Maryland Website (2009)	Fall of 2010	Summer of 2013
3A	Administrators and teacher leaders will have coaching, mentoring, reflection and self-assessment opportunities to build their capacity to disaggregate data for ongoing school improvement.	Through professional development, school leaders are better equipped to promote and create opportunities for staff to share in leadership responsibilities.	Sustainable Leadership (2006) Hargreaves, A.	Fall of 2010	Summer of 2013 continue after grant
3A	Administrator and teacher leaders will participate in training for improving time-management and schedule flexibility.	Providing school leaders with the opportunity to us time differently, such as allocating more time for monitoring student progress, data analysis, joint planning or professional development improves teacher effectiveness.	<i>Successful School Turnarounds: seven steps for district leaders.</i> (2009) Kowal, J.	Fall of 2010	Summer of 2013
3A	Campus leaders will attend State Leadership Conferences.	Instructional leaders need a strong curricular foundation if they are to effectively lead school	<i>Learning Communities for Administrators.</i> David, Jane L., Educational Leadership	Fall of 2010	Summer of 2013

		reform efforts.	Oct. (2009) vol. 07, iss. 2, pp.88-89		KE e/24/10
3A	The campus principal will attend a leadership training conference at the national level.	An effective principal must be current on the latest successful school practices.	<i>Facing the challenge of whole school reform.</i> Berends, M. (2002)	Fall of 2010	Summer of 2013 continue after grant
3B, 3C	SEA will disaggregate benchmark results every 6 weeks and use accelerated instructional practices and pull out programs to help students overcome educational deficits.	Differentiating instruction allow classroom teachers to provide effective instruction to all students.	<i>How to differentiate instruction in mixed-ability classrooms.</i> (2001) Tomlinson, C.A.	Fall of 2010	Summer of 2013 continue after grant
3B, 3C	SEA Team Leaders will monitor attendance, review student grades, plan Saturday Academies, organize meetings and coordinate team activities.	In order to ensure continuous improvement, school leaders should engage in examination of school practices guided by standards and indicators.	<i>The Mega System: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> (2006) Redding, S.	Fall of 2010	Summer of 2013 continue after grant
Add additional pages as needed.					

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**Texas Title I Priority Schools Grant
Schedule #4B—Program Description**

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 4: Improve Learning Time

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4A	SEA teacher teams will receive extensive trainings on teaching effectively within small learning communities.	Increased learning time is effective when it is focused student needs. Therefore, teachers must be trained on how to effectively use the additional time afforded them through small learning communities.	<i>Implementation Study of Smaller Learning Communities: final report.</i> (2008) Bernstein, L.	Fall of 2010	Summer of 2013 continue after grant
4A, 4C	SEA teachers will share resources, strategies and ideas during Data Review Sessions (DRS), to be held during common planning periods once every six weeks.	For teachers to identify and activate the explicit connections between instruction and standards and therefore improve student performance, they must be involved in the process of making those alignments.	<i>Curriculum as Conversation: transforming traditions of teaching and learning.</i> (1996) Applebee, A.N.	Fall of 2010	Summer of 2013 continue after grant
4A	SEA teachers will provide students with extended library hours and homework assistance programs.	Added support, increased intensity and instructional focus are provided through tutoring.	<i>Restructuring high schools: looking for solutions.</i> (2006) Smith, D.	Fall of 2010	Summer of 2013
4A	SEA Team Leaders will monitor attendance, review student grades, plan Saturday Academies, organize meetings and coordinate team activities.	In order to ensure continuous improvement, school leaders should engage in examination of school practices guided by standards and indicators.	<i>The Mega System: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> (2006) Redding, S.	Fall of 2010	Summer of 2013 continue after grant
4A	SEA teachers will provide additional opportunities for credit recovery programs as well as acceleration opportunities throughout the school year, as well as in the summer.	Summer programs provide opportunities to prepare at-risk students by offering academic and social supports.	<i>Middle grades to high school: mending a weak link.</i> (2003) Cooney, S.	Fall of 2010	Summer of 2013 continue after grant
4B	SEA teachers will offer a summer orientation camp for incoming freshman, ELL students and SPED. Students	Summer programs provide opportunities to prepare at-risk students by offering academic and social supports.	<i>Middle grades to high school: mending a weak link.</i> (2003) Cooney, S.	Summer 2011	Summer of 2012

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	which will allow them opportunities to bridge educational gaps.				
4C	SEA teacher teams will participate in a Summer Planning Academy (SPA) to collect and evaluate data from a variety of sources for the improvement of the instructional program.	One important element of dropout prevention is the early identification of students at the highest risk.	<i>What matters for staying on track and graduating in Chicago Public Schools: a close look at course grades, failures, and attendance in the freshman year.</i> (2007) Allensworth, E.	Summer of 2011	Summer of 2012
Add additional pages as needed.					

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Texas Title I Priority Schools Grant
Schedule #4B—Program Description

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 5: Increase Parent/Community Involvement

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5A, 5B	SEA teacher teams will hold parent conferences each six weeks with parents whose children are not making adequate progress as per aligned assessments. SEA teacher teams will hold monthly parental involvement meetings.	Providing parents with opportunities to meet with one another and encourage the sharing of ideas improves student learning.	<i>School Family Partnerships for children's success.</i> (2005) Patrikakou, E.N.	Fall of 2010	Summer of 2013 continue after grant
5A, 5B	SEA teacher teams will create and distribute newsletters to inform parents of meetings, tutorials and academic successes.	Communicating student expectations to families, increases student success.	<i>School/Family/Community Partnerships: Caring for the children we share.</i> (1995) Epstein, J.L.	Fall of 2010	Summer of 2013 continue after grant
5A, 5B	SEA teacher teams will use technology to involve parents in the learning process including but not limited to the school website and Gradespeed.	The effective integration of technology is critical to ensure that tools can make a difference in the academic achievement of all students.	<i>School Family Partnerships for children's success.</i> (2005) Patrikakou, E.N	Fall of 2010	Summer of 2013 continue after grant
5B, 5C	SEA teachers will provide site-based educational opportunities for parents and community members such as adult literacy courses, computer literacy, and job skills etc.	Research shows that schools can improve student learning by engaging parents in a variety of learning opportunities.	<i>School/Family/Community Partnerships: Caring for the children we share.</i> (1995) Epstein, J.L.	Fall of 2010	Summer of 2013
5B, 5C	The campus will provide site-based family counseling opportunities for parents and community members.	Research shows that schools can improve student learning by improving parenting skills.	<i>School/Family/Community Partnerships: Caring for the children we share.</i> (1995) Epstein, J.L.	Fall of 2010	Summer of 2013
5C	The campus will provide guidance and mentoring opportunities for SEA students.	A practice generally associate with successful reform is a personalized learning environment that assists students in establishing instrumental	<i>The link between high school reform and college access and success for low income and minority youth.</i> (2005)	Fall of 2010	Summer of 2013 continue after grant

		relationships.	Martinez, M.		KC 8/24/10
5C	The campus will have a <i>Communities in Schools</i> advocate on campus to assist students/parents with social issues.	By addressing the needs of the whole child- physical, social, emotional and academic-community-oriented schools create environments that fulfill all the necessary conditions for learning.	<i>All together now</i> (2006) Blank, M.	Fall of 2010	Summer of 2013 continue after grant
5C	The campus will have a <i>Probation officer</i> to assist with monitoring any students that are currently dealing with the justice system.	A safe, orderly school climate is one of several characteristics of schools that consistently show good achievement gains.	<i>The mega-system: deciding, learning, and connecting. A handbook for continuous improvement within a community of the school</i> (2006) Redding, S.	Fall of 2010	Summer of 2013
5C	The campus will create a college preparation center in which students will be assisted in meeting college acceptance requirement.	A comprehensive student support system helps develop academic and social skills necessary for college success.	<i>Evaluation of the early college/high school initiative: select topics on implementation.</i> (2007) American Institutes for Research SRI	Fall of 2010	Summer of 2013 continue after grant
Add additional pages as needed.					

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**Texas Title I Priority Schools Grant
Schedule #4B—Program Description**

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 6: Improve School Climate

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6A	Incentives will be provided at the end of every six week for student having perfect attendance and passing all core subjects.	To improve school climate we must implement positive behavior supports.	<i>School Turnarounds: Actions and Results</i> (2008) Brinson, D.	Fall of 2010	Summer of 2013
6A,6B	9 th grade students will be organized into small learning communities called Soaring Eagle Academies (SEA) to improve the transition from middle school to high school.	Small Learning Communities are designed to meet the needs of ninth grade students which will directly affect high school completion rate.	<i>Implementation Study of Smaller Learning Communities: final report.</i> (2008) Bernstein, L.	Fall of 2010	Summer of 2013
6A, 6C	The campus will offer a summer orientation camp for incoming freshman, which will allow them opportunities to bridge educational gaps and make a successful transition from middle school to high school.	Summer programs provide opportunities to prepare at-risk students by offering academic and social supports.	<i>Middle grades to high school: mending a weak link.</i> (2003) Cooney, S.	Fall of 2010	Summer of 2013
6A, 6B	Student Achievement and milestones will be celebrated throughout the school year by utilizing technology i.e. website, projectors, television, announcements etc.	The use of technology to promote student achievement will help develop a culture of cooperation, team spirit and academic interest.	<i>Adolescent Learning and the Internet: implications for school leadership and student engagement in learning.</i> (2010) Storm, P.	Fall of 2010	Summer of 2013 continue after grant
6A,6B	SEA teachers teams and teachers of ELL, special education will monitor their homeroom students' grades, attendance and discipline etc.	One of the most common strategies in SLC's is assigning teachers to a small group of students for whom they are responsible.	<i>Implementation Study of Smaller Learning Communities: final report.</i> (2008) Bernstein, L.	Fall of 2010	Summer of 2013 continue after grant
6B	The campus will have a <i>Probation officer</i> on campus to assist with monitoring any students that are currently dealing with the justice	A safe, orderly school climate is one of several characteristics of schools that consistently show good achievement gains.	<i>The mega-system: deciding, learning, and connecting. A handbook for continuous improvement within a community of the school</i>	Fall of 2010	Summer of 2013

	system.		(2006) Redding, S.		KC 8/24/10
6B	School will host a series of presentation on common teen issues such as bullying, conflict resolution, study skills etc.	Establishing a climate of social, emotional and academic supports for students is central to improving conditions for learning and thriving in high school.	<i>The link between high school reform and college access and success for low- income and minority youth.</i> (2005) Martinez, M.	Fall of 2010	Summer of 2013 continue after grant
6B	SEA teacher teams will receive training in character and relationship building activities/trainings.	By fostering a positive school environment in which healthy, trusting, interpersonal relationships between students and faculty can thrive, we can increase student achievement.	Transforming the American high school: new directions for state and local policy. (2001) Cohen, M.	Fall of 2010	Summer of 2013 continue after grant
6B	Teachers will receive on-going training in the effective use of technology, to maximize student learning in the classroom.	Research indicates that technology must be used in ways that align with curricular and teacher goals, and offer students opportunities to use these tools in their learning.	<i>How people learn: Brain, mind, experience and school.</i> (2000) Bransford, J.D.	Fall of 2010	Summer of 2013 continue after grant
6C	Students participating in SEA will sign-up for at least 1 extra-curricular activity.	Students who participate in extra-curricular activities have a greater likelihood of graduating.	Physical Activity and Sports Team Participation: Associations with Academic Outcome in middle and high school students. (2010) Fox, C.	Fall of 2010	Summer of 2013 continue after grant
6C	The campus will create a college preparation center in which students will be assisted in meeting college acceptance requirements.	A comprehensive student support system helps develop academic and social skills necessary for college success.	<i>Evaluation of the early college/high school initiative: select topics on implementation.</i> (2007) American Institutes for Research SRI	Fall of 2010	Summer of 2013 continue after grant

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Schedule #4B—Program Description

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 7: Increase Teacher Quality

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7A	Administrative Leadership Team will redesign a classroom observation tool to link data on instructional practices to students' achievement. This data will be used to inform decisions regarding teacher professional development and the need for additional instructional resources.	Results for students improve when the adults in the school change what they do that influences student learning.	<i>Adolescent literacy walk-through for principals: a guide for instructional leaders (2009).</i> Rissman, L., Miller, D.H.	Fall of 2010	Summer of 2013 continue after grant
7B	Teachers and Leadership Team will attend on-going Leadership training.	Schools must work to create systems of professional development that genuinely advance the effectiveness of their staff for the benefit of both staff and students.	<i>Standards for staff development.</i> (2001) National Staff Development Council	Fall of 2010	Summer of 2013 continue after grant
7B	Teachers and Leadership Team will attend on-going Cooperative Learning training.	Schools must work to create systems of professional development that genuinely advance the effectiveness of their staff for the benefit of both staff and students.	<i>Standards for staff development.</i> (2001) National Staff Development Council	Fall of 2010	Summer of 2013 continue after grant
7B	Teachers and Leadership Team will attend on-going, Affective/Socio-emotional training.	Schools must work to create systems of professional development that genuinely advance the effectiveness of their staff for the benefit of both staff and students.	<i>Standards for staff development.</i> (2001) National Staff Development Council	Fall of 2010	Summer of 2013 continue after grant
7B	Teachers and Leadership Team will attend on-going training to improve time-management and schedule flexibility.	Schools must work to create systems of professional development that genuinely advance the effectiveness of their staff for the benefit of both staff and students.	<i>Standards for staff development.</i> (2001) National Staff Development Council	Fall of 2010	Summer of 2013 continue after grant
7B	English Language Arts teachers will increase academic achievement of ELL's, Special	Research indicates that technology must be used in ways that align with curricular and teacher	<i>How people learn: Brain, mind, experience and school.</i> (2000) Bransford, J.D.	Fall of 2010	Summer of 2013 continue after

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	Education and At-risk students by developing academic language using supplemental technology.	goals, and offer students opportunities to use these tools in their learning.			
7B	Reading teachers will increase academic achievement of ELL's, Special Education and At-risk students by implementing a hands-on interactive intervention model.	Using differentiation of instruction and multiple instructional modalities such as hands-on and group activities better address student needs.	<i>A new commitment, effective remediation strategies for high school students. (2001)</i> Portz, J.	Fall of 2010	Summer of 2013 continue after grant
7B	Mathematics and science teachers will increase academic achievement of ELL's by providing manipulatives and modified instruction.	Using differentiation of instruction and multiple instructional modalities such as hands-on and group activities better address student needs.	<i>A new commitment, effective remediation strategies for high school students. (2001)</i> Portz, J.	Fall of 2010	Summer of 2013 continue after grant
7B	Social studies teachers will enhance student performance by implementing innovative relevance based practices	In order for students to retain historical content, teachers need to make it come alive and relevant to the students.	<i>"More Teachers Taking Hands-on History Lessons," (2008)</i> Shapira, I.	Fall of 2010	Summer of 2013 continue after grant
7B	Science teachers will enhance student performance by implementing innovative relevance based practices	The best way to help students retain abstract concepts in science is for teachers to make instruction more relevant through the use of manipulatives.	<i>"Hands on Science...: Using Manipulatives in the Classroom"</i> Berk, Elaine. (1999). Reston, VA: Principal.	Fall of 2010	Summer of 2013 continue after grant
7C	SEA teachers and teachers of ELL, Special education students will be paid a financial incentive based on the academic performance and attendance of students.	Two thirds of teachers support pay-incentives, when they take-on difficult assignments that require more effort.	<i>Paying for teachers' performance: strategies and conditions for success. (2007)</i> National Comprehensive Center for Teacher Quality	Fall of 2010	Summer of 2013
7C	New SEA teachers will be assigned a mentor to ease the transition into the classroom.	Mentors will help new teachers succeed and understand school goals and team vision.	<i>What mentors learn about teaching. (2010)</i> Hansen, S.	Fall of 2010	Summer of 2013 continue after grant

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Schedule #4B—Program Description

Part 3: Intervention Model

Section D: Other Improvement Activities and Timeline (cont.)

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7B	Teachers will incorporate the use of iPads in the classroom to increase the use of academic language of SEA, ELL, Sped and At-risk students.	Technology must be used in ways that align with curricular and teacher goals and offer opportunities to use these tools in their learning.	How people learn: Brain, mind and experience and school. (2000) Bransford, J.D	Fall of 2010	Summer of 2013 continue after grant
7B	Teachers will incorporate the use of E Instruction-CPS Response Systems in the classroom to obtain immediate feedback/assessment of SEA, ELL, Sped and At-risk students.	Technology must be used in ways that align with curricular and teacher goals and offer opportunities to use these tools in their learning.	How people learn: Brain, mind and experience and school. (2000) Bransford, J.D	Fall of 2010	Summer of 2013 continue after grant
7B	Teachers will incorporate the use of Translator Pen in the classroom to increase the use of academic language of SEA, ELL, Sped and At-risk students.	Technology must be used in ways that align with curricular and teacher goals and offer opportunities to use these tools in their learning.	How people learn: Brain, mind and experience and school. (2000) Bransford, J.D	Fall of 2010	Summer of 2013 continue after grant
7B	Teachers will incorporate the use of Graphing Calculators in the classroom so SEA, ELL, Sped and At-risk students can perform academic scientific and mathematical problems.	Technology must be used in ways that align with curricular and teacher goals and offer opportunities to use these tools in their learning.	How people learn: Brain, mind and experience and school. (2000) Bransford, J.D	Fall of 2010	Summer of 2013 continue after grant
7B	Teachers will utilize Inter-write Pads in the classroom to create an interactive learning environment for all SEA, ELL, Sped and At-risk students.	Technology must be used in ways that align with curricular and teacher goals and offer opportunities to use these tools in their learning.	How people learn: Brain, mind and experience and school. (2000) Bransford, J.D	Fall of 2010	Summer of 2013 continue after grant

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Texas Title I Priority Schools Grant
Schedule #4B—Program Description

Part 4: Waiver Requests

Applicants must check the waivers in which the LEA/campus intends to implement.

- ✓ Extending the period of availability of school improvement funds.
This waiver extends the "life" of the funds for two additional years; allowing the state to fund the grant period for three years to the LEA on behalf of the eligible campus, as long as the campus meets the requirements of implementation of the grant program.

Note: Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and must be checked.

- ✓ *KE* "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
8/14/10 Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.

- ✓ *KE* Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.
8/14/10 This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.

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Texas Title I Priority Schools Grant

Schedule #4C--Performance Assessment and Evaluation

Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)

Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement

BISD will use the results of the formative evaluations to improve the grant program. At the district level, the formative evaluation that has previously been outlined will occur in short-intervals of 3-4 weeks and at the time of the quarterly reports to TEA. The district's Cluster Area Assistant Superintendent/district Shepherd will meet with the campus administration and/or teacher leaders as appropriate to review and provide feedback on campus and district reading/ELA, math, and science benchmark results and the instructional and professional development decisions made as the result of those pieces of assessment data. Since quality data drives instruction, the formative evaluation measures--in short intervals--how effectively the campus is using the quality data and whether or not it is driving instructional decisions on a daily basis. Although leadership effectiveness may be more difficult to ascertain on a short-interval basis, disaggregation of data and the making of data-driven decisions are both on-going job embedded, leadership professional development activities. So is resourcefulness in the allocation of additional time and funds to support areas of need revealed by the constant and consistent disaggregation of data. Thus, the district shepherd will be able to use these indicators as formative evaluation tools for leadership effectiveness. Formative evaluation of the effectiveness of increases in learning time will be based on increases in numbers of students participating in a variety of tutoring programs as well as indirectly via improvements in benchmark test results from administration to administration. Again, the success of extended learning opportunities will be an indicator of the leadership's effectiveness and groupings and curriculum, for these opportunities will reflect the quality of use of data to drive instruction. The short-interval effectiveness of parent/community involvement increases and improvements in school climate will also be a topic of discussion every 3-4 weeks when the district Shepherd meets with the campus to discuss progress towards goals. Discussions will result in decisions as to whether or not the campus is on target, or if it needs to strengthen each activity/initiative dedicated to these two components. Finally, although BISD's teaching force is currently 100% highly qualified as per federal guidelines, the CSF of increasing teacher quality will be measured via the formative evaluation by items such as walkthrough data collection, improvements in benchmark results, implementation of training on instructional strategies, and use of technology, but not limited to these, in alignment with the on-going job embedded professional development in which grant teachers are participating.

Curriculum Planning Reviews (CPRs) will be organized after every six weeks grading period. These reviews will focus on disaggregating data from benchmark testing, tutorial mini-assessments, but not limited to these, with emphasis on evaluating the successful acquisition of learning/understanding of TEKS/TAKS objectives by the student. GradeSpeed, TMSDS, and AEIS-IT software programs will facilitate generating the data. Walk-through observations as well as formal and summative evaluations will serve to monitor the effectiveness of teacher implementation of campus initiatives that will improve the program. Specifically, the observation tools that will be redesigned to monitor the needs assessment based on teachers' training and students' instructional needs will also evaluate the quantity and quality of the following, but not limited to these: student engagement, use of technology as a teaching strategy, use of graphic organizers, and cooperative learning strategy.

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Schedule #4C—Performance Assessment and Evaluation

Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)

Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program

BISD and the campus agree to comply with reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. The LEA will develop a process for data collection and methods will be technology driven to the greatest extent possible. Surveys will be used (example/monkey survey) to the extent possible to gather data on quality, type, and degree of participatory involvement practiced by principal, teachers, parents, community members, and when/as appropriate, students. Quality, type, and degree of planning, implementation, and evaluation of project activities data collection will be mainly through summaries/sign in sheets/agendas submitted on-line to the degree possible to the Cluster Area Assistant Superintendent. The method for collection of data with regards to the quality, type, and degree of collaboration with project partners will be via reports from these groups as well as campus reports to the district shepherd with details regarding the successes and challenges of project collaboration. Data collection regarding the quality, type, and level of professional development activities and their impact on school reform efforts will be via walk-throughs and the PDAS instruments which indicate level of implementation of new strategies and level of follow-through in use of technology, etc. Data regarding the quality and type of curriculum used, instruction delivered, and increases in learning time will be derived from district and campus benchmark testing results, TPRI/TEJAS BOY, MOY, and EOY on-line reports disaggregated by targeted student group. Any products or documents developed as part of the project will be evaluated by the district's appropriate central office department. Strengths and weaknesses of the project design, implementation, and evaluation will also be reflected via these data collection methods and components described here. The quality and level of communication with and reporting to management on the progress of the project and any problems encountered will also be reflected via the data collection methods described above because data collection components will include items such as: 1) on time/late submission, 2) complete/incomplete submissions, and 3) level of meeting formative goal/s, etc. Ultimately, the extent to which recommendations for modifying or improving the program as a result of on-going evaluation activities were implemented will be determined by the meeting or not meeting each year's progress goals and performance objectives. The majority of this data will be collected via the SIRC customized performance management system or a similar data collection tool. The SIRC district and campus snapshots will also be integral to the qualitative and quantitative data collection, the disaggregation of the data to improve instruction and to obtain continuous improvement results. All stakeholders, Board of Trustees, Superintendent, central office personnel, campus staff, parents, and community will have access to the data via on-line documents.

Curriculum Planning Reviews (CPRs) will be organized after every six weeks grading period. These reviews will focus on disaggregating data from benchmark testing, tutorial mini-assessments, but not limited to these, with emphasis on evaluating the successful acquisition of learning/understanding of TEKS/TAKS objectives by the student. GradeSpeed, TMSDS, and AEIS-IT software programs will facilitate generating the data.

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Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
<p>BISD and the campus agree to comply with reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. The LEA will develop a process for data collection and methods will be technology driven to the greatest extent possible. Surveys will be used (example/monkey survey) to the extent possible to gather data on quality, type, and degree of participatory involvement practiced by principal, teachers, parents, community members, and when/as appropriate, students. Quality, type, and degree of planning, implementation, and evaluation of project activities data collection will be mainly through summaries/sign in sheets/agendas submitted on-line to the degree possible to the Cluster Area Assistant Superintendent. The method for collection of data with regards to the quality, type, and degree of collaboration with project partners will be via reports from these groups as well as campus reports to the district shepherd with details regarding the successes and challenges of project collaboration. Data collection regarding the quality, type, and level of professional development activities and their impact on school reform efforts will be via walk-throughs and the PDAS instruments which indicate level of implementation of new strategies and level of follow-through in use of technology, etc. Data regarding the quality and type of curriculum used, instruction delivered, and increases in learning time will be derived from district and campus benchmark testing results, TPRI/TEJAS BOY, MOY, and EOY on-line reports disaggregated by targeted student group. Any products or documents developed as part of the project will be evaluated by the district's appropriate central office department. Strengths and weaknesses of the project design, implementation, and evaluation will also be reflected via these data collection methods and components described here. The quality and level of communication with and reporting to management on the progress of the project and any problems encountered will also be reflected via the data collection methods described above because data collection components will include items such as: 1) on time/late submission, 2) complete/incomplete submissions, and 3) level of meeting formative goal/s, etc. Ultimately, the extent to which recommendations for modifying or improving the program as a result of on-going evaluation activities were implemented will be determined by the meeting or not meeting each year's progress goals and performance objectives. The majority of this data will be collected via the SIRC customized performance management system or a similar data collection tool. The SIRC district and campus snapshots will also be integral to the qualitative and quantitative data collection, the disaggregation of the data to improve instruction and to obtain continuous improvement results. All stakeholders, Board of Trustees, Superintendent, central office personnel, campus staff, parents, and community will have access to the data via on-line documents.</p>		
<p>Curriculum Planning Reviews (CPRs) will be organized after every six weeks grading period. These reviews will focus on disaggregating data from benchmark testing, tutorial mini-assessments, etc., with emphasis on evaluating the successful acquisition of learning/understanding of TEKS/TAKS objectives by the student. GradeSpeed, TMSDS, and AEIS-IT software programs will facilitate generating the data.</p>		

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 2: Process for Development of Performance Goals

Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals.

Responses are limited to **two pages**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Hanna High's goal is to create a research and data driven culture of teachers and administrators who use data to drive and evaluate quality instruction, conduct instructional intervention, and design teaching strategies to improve students' learning environment. Also, we need to improve parental involvement, especially with our special population. Addressing these goals will improve our campus climate to shape a student who is college and career ready for the Twenty-First Century, in a world that is constantly facing new challenges. To improve the classroom learning environment to prepare students for this ever-changing world, teachers and administrators need to have ongoing sessions that open our world to ongoing discussion about the latest research using proven, Best Practice strategies and using technology and data that drives quality instruction.

Since we are all life-time learners and learning is a process, these trainings need to be job embedded throughout the school year during common planning periods, before or after school, or on weekends to accommodate the participants. The training needs to be conducted as the need arises, or a concern is raised. Even though teachers have received some training to analyze data gathered from AEIS and AYP reports in the beginning of the 2009-2010 school year, many teachers have shared a concern that they do not have a clear understanding about how to use this information to drive instruction, especially when they feel pressured to cover BISD aligned curriculum that does not always meet the students' learning needs of those who are not on grade level. Also, the follow-up as to what we do with that information is not always consistent in all departments. Even though science, math and social studies departments have had meetings to analyze results from the benchmarks and six weeks to drive instruction, the English department has not. Many English teachers have voiced concern that they do not always know what to do with the information. Teachers of Special Education, ELL, and At-Risk students have also voiced that perhaps they have not received enough training to engage this special population in meaningful instruction. Additionally, students have voiced that many times teachers in science, math, and English assume that they have learned skills in prior years, or that their teachers state that they should have learned the skills in prior years. Clearly, if teachers are stating that students should have learned the skills, then the teachers in many core subjects are not effectively using assessments to drive instruction, even after they have received some training. Another concern brought up by students is that many times they are given an assignment without having sufficient instruction, or without having quality instruction that helps them internalize the information. This evidence infers that perhaps teachers are not consistently using quality instruction that reaches all student modalities. Another concern brought up by students is that too often teachers divert from the instructional focus and start talking about life, so the students feel that a lot of classroom time is wasted. Definitely, there is need for continued improvement in using data and research information, and perhaps even time management, to drive quality instruction using proven Best Practice strategies. Again, this training needs to be an ongoing process throughout the Year One, Year Two and perhaps even Year Three. We need to hire presenters who have knowledge of Best Practice, and we need to have more time during the day or week to do more research and to share the research.

Also, our Teacher Evaluation Tools (TET) are not always tailored to include Best Practice, and they are not always tailored to include the lesson that addresses the objective or student expectation that needs to be addressed for students' tailored instruction. To add to this challenge, many administrators have confessed that they are not up to date with the latest Best Practice, nor are they prepared to improve the TET. Subsequently, administrators have also voiced the desire to be part of the ongoing training and discussion of Best Practice in the classroom, so that they can give more constructive evaluations and conduct effective instructional interventions that benefit the learning environment and help the teachers grow professionally. Again, their participation in training will have to be ongoing as the need is identified and the opportunity presents itself to attend a good session.

Teachers across disciplines have also voiced the concern that they do not have the technology to engage the students in meaningful instruction. Furthermore, they have voiced that even if they had the technology, they would not know how to use it in a meaningful way. Clearly, these teachers also need to be part of this data driven and research based culture that continues to grow with quality training in Best Practice, especially in using technology. This training is especially important for teachers of Special Education and ELL Students: Technology can be used effectively to help

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Schedule # 4C—Performance Assessment and Evaluation

Part 2: Process for Development of Performance Goals

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these special populations gain the required academic language. Again, the training using technology needs to be job imbedded and ongoing.

Our Campus Needs Assessment showed that many students feel disconnected or apathetic with the learning that is going on in the classroom. This attitude is detrimental in an environment that is preparing our students for college or career readiness. However, we feel that our goal to provide quality training for teachers and administrators along with effective use of data and technology to drive instruction will improve the campus climate and the students' attitude. And research has shown this to be true. Again, this is a process that will take time with the help of grant money over a period of three years. Furthermore, we have found that many of our parents also feel disconnected with the campus. To improve this attitude, we feel that opening up our campus and inviting our parents--to attend monthly meetings and after school educational opportunities, and to attend teacher/parent conferences for students who are in danger of failing--will engage parents in active roles not only with their personal growth as improved parents but also with motivating their children to succeed in school.

Our number one goal is to improve students' academic performance. As a result of all the research and discussions and meetings, all stakeholders agree that the process following the 10 steps outlined in the grant to make our students career and college ready is a long term, ongoing commitment that involves a Modified Transformation Intervention, committed to implementing the 7 Milestones. At the end of our three year growth, we will be a self-sustained campus that has a quality teaching and administrative staff with leaders who have become trainers of trainers and trainer of teachers to continue this infectious data and researched based culture of Best Practice. As a result of this commitment, our gaps between our special population and our regular population will become smaller.

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

Improve Academic Performance – Enter the annual goals for student achievement, on both the State’s assessments and other measures identified by the LEA, to which the LEA is holding the campus accountable

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase TAKS Reading/ELA commended performance rates.	TAKS Gr. 3-EXIT Reading/ELA	Campus Spring 2010 Baseline	+10% baseline	+20% baseline	+30% baseline
2	Increase TAKS Math commended performance rates.	TAKS Gr. 3-EXIT Math	Campus Spring 2010 Baseline	+10% baseline	+20% baseline	+30% baseline
3	Increase TAKS Science commended performance rates.	TAKS Gr. 3-EXIT Science	Campus Spring 2010 Baseline	+10% baseline	+20% baseline	+30% baseline
4	Narrow gap between LEP and Special Education each and all students tested: TAKS Reading/ELA.	TAKS, TAKS A & TAKS M Gr. 3-EXIT Reading/ELA	Campus Spring 2010 Baseline	-5% baseline	-10% baseline	-15% baseline
5	Narrow gap between LEP and Special Education each and all students tested: TAKS Math.	TAKS, TAKS A & TAKS M Gr. 3-EXIT Math	Campus Spring 2010 Baseline	-5% baseline	-10% baseline	-15% baseline

Increase the Use of Quality Data to Drive Instruction – Enter the annual goals for increasing the use of quality data to drive instruction, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase district benchmark test passing rates: Reading/ELA, math, and science.	District benchmark tests	70%	80%	80%	80%
2	Increase Pre K -2 End Of Year on-level reading scores.	CCPALLS & TPRI/Tejas LEE	Campus Spring 2010 Baseline	+10% baseline	+10% baseline	+10% baseline
3	Meet or exceed state standards for instruction of Beginner, Intermediate, & Advanced ELLPS.	TELPAS	Baseline: Attain: 37% Progress: 58%	+10% baseline	+10% baseline	+10% baseline
4	Reduce reading/ELA end-of-year report card failure rates.	StudentPLUS database	Campus Spring 2010 Baseline	-5% baseline	-10% baseline	-15% baseline
5	Reduce math end-of-year report card failure rates.	StudentPLUS database	Campus Spring 2010 Baseline	-5% baseline	-10% baseline	-15% baseline

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

Increase Leadership Effectiveness— Enter the annual goals for increasing the effectiveness of campus leadership, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Achieve Recognized or Exemplary TEA Accountability Status.	AEIS	Recognized or Exemplary	Recognized or Exemplary	Recognized or Exemplary	Exemplary
2	Meet AYP requirements.	NCLB AYP	Stage 3 AYP	Meet AYP	Meet AYP	Meet AYP
3	Increase stakeholders' support of principal as instructional leader	Annual CNA Needs Assessment	Campus Spring 2010 Baseline	+10%	+15%	+20%
4	Increase participation in district & Region I workshops, on-line courses, pd seminars, etc.	ERO & Region 1 database	Campus 2010 Baseline	90%	92%	95%
5	Comply with all SIRC Modified Transformation Project components.	SIRC database	Subject to grant award	90%	92%	95%

Increase Learning Time – Enter the annual goals for increasing learning time on the campus, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Implement Pre-Kindergarten Full Day Program.	PEIMS	½ day status	Full day status	Full day status	Full day status
2	Provide extended day/week/RtI sessions for Reading/ELA all students and specifically for ELLP and Special Education students.	StudentPLUS database	Campus Spring 2010 Baseline	+10% baseline	+20% baseline	+30% baseline
3	Provide day/week/RtI sessions for math all students and specifically for ELLP and Special Education students.	StudentPLUS database	Campus Spring 2010 Baseline	+10% baseline	+20% baseline	+30% baseline
4	Provide day/week/RtI sessions for science all students and specifically for ELL and Special Education students.	StudentPLUS database	Campus Spring 2010 Baseline	+10% baseline	+20% baseline	+30% baseline
5	Provide summer academies for remediation & enrichment.	StudentPLUS database	Summer 2010 Baseline	+3-5% baseline	+5-7% baseline	+7-9% baseline

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

Increase Parent/Stakeholder Involvement – Enter the annual goals for increasing parent and community involvement, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase number of yearly parent involvement activities on campus.	Meeting/ Training Agendas	2009-2010 Benchmark	+10	+10	+10
2	Increase number of parents attending parent involvement trainings, activities, conferences, etc. on campus and at district.	Sign-in sheets	2009-2010 Benchmark	+20 baseline	+30 baseline	+40 baseline
3	Increase parent and community satisfaction with school.	Annual CNA survey	Spring 2010 Baseline	80%	80%	80%
4	Increase depth of community involvement in school curriculum, including submission to KBSD for broadcasting.	Campus annual calendar	2009-2010 Baseline	+10 baseline	+15 baseline	+20 baseline
5	Increase parent and community volunteerism on campus.	Human Resources database	2009-2010 Baseline	+10	+15	+20

Improve School Climate – Enter the annual goals for improving the school climate, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase student attendance rates.	PEIMS	2009-2010 ADA Baseline	96%	97%	98%
2	Decrease student discipline referrals.	PEIMS	2009-2010 PEIMS Baseline	-10 baseline	-20 baseline	-30 baseline
3	Increase teacher attendance rates.	Payroll dept. database	2009-2010 Baseline	+3% baseline	+6% baseline	+9% baseline
4	Increase stakeholders' perception of school climate.	CNA survey	2009-2010 Baseline	+10% baseline	+15% baseline	+20% baseline
5	Increase student participation in co-curricular and extra-curricular activities.	StudentPLUS database	2009-2010 Baseline	+3% baseline	+6% baseline	+9% baseline

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

Increase Teacher Quality – Enter the annual goals for increasing teacher quality by measures identified by the LEA, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase student centered instruction.	Eduphoria software / walkthroughs	2009-2010 Baseline	+20% baseline	+30% baseline	+35% baseline
2	Increase participation in District and Region I professional development sessions.	ERO & Region I software	2009-2010 Baseline	+5 %	+10%	+15%
3	Comply with all SIRC Modified Transformation professional development components.	ERO software	Subject to grant award	90%	92%	95%
4	Increase use of technology in instruction.	Eduphoria Reading Smart TextHELP Criterion, etc. software	2009-2010 Baseline	+10% baseline	+20% baseline	+30% baseline
5	Increase teacher use of data to impact instructional decisions.	AEIS it WebCATT TMSDS software	2009-2010 Baseline	+10% baseline	+20% baseline	+30% baseline

Other – Enter any other annual goals for improvement to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase High School graduation rates.	AYP/TEA AEIS	Spring 2010 Baseline	+5% baseline	+10% baseline	+15% baseline
2	Decrease dropout rates.	AEIS	Spring 2010 Baseline	AEIS standard	AEIS standard	AEIS standard
3	Increase numbers of Sp. Ed. and ELLPS students graduating under Recommended High School Graduation Plan.	PEIMS	Spring 2010 Baseline	+5% baseline	+10% baseline	+15% baseline
4	Increase high school completion rates.	PEIMS	Spring 2010 Baseline	+5% baseline	+10% baseline	+15% /baseline
5	Increase numbers of AP students scoring 3,4,5 on ELA, math, and science AP tests.	AP test results	Spring 2010 Baseline	+3 % points / baseline	+5 % points / baseline	+7 % points / baseline

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	Texas Title I Priority Schools Grant Schedule # 4D—Equitable Access and Participation: Barriers and Strategies	

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	<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"/>
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"/>

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies

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

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
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 institution 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"/>
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 partnerships 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 institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, & 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"/>

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies

Barrier: Drug-Related Activities (cont.)

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 partnerships.	<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 institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, & parents to deal with drug-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D15	Seek Collaboration/assistance from business, industry, or institution of higher education.	<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"/>
E03	Provide program materials/information in large type.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape.	<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	Students	Teachers	Others
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"/>
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/constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Texas Title I Priority Schools Grant

Schedule # 4D—Equitable Access and Participation: Barriers and Strategies

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	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 partnerships.	<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 institution 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 partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transferal 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"/>
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, acknowledge 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"/>
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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by telephone/e-mail/FAX on _____ by _____ of TEA.		

Texas Title I Priority Schools Grant

Schedule # 4D—Equitable Access and Participation: Barriers and Strategies

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 teachers 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 teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide professional development in a variety of formats for personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	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 & 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"/>
P03	Provide announcements to local radio stations & newspapers 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 to Program Activities	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"/>
Q04	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barrier

#	Strategies for Other Barrier	Students	Teachers	Others
Z99	Other Barrier:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other Strategy:			

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	School Years 2010-2013 ²⁰¹¹		Amendment No.
by telephone/e-mail/FAX on <i>12-2-10</i> by <i>R. Willis</i> of TEA.			

Texas Title I Priority Schools Grant
Schedule #5—Program Budget Summary

Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A	Fund Code ARRA (CFDA# 84.388A): 285- Regular (CFDA# 84.377A): 276
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^{OCTOBER 1} ~~August 1, 2010~~ through ^{JULY 31, 2011} ~~June 30, 2013~~

Class/Object Code and Description			Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs	5B	6100	254,815 \$279,815	\$	25,000	\$279,815
Professional and Contracted Services	5C	6200	240,000			240,000
Supplies and Materials	5D	6300	\$140,378 \$5,778 \$135,000		75,000	140,778
Other Operating Costs	5E	6400	\$72,300			72,300
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/ 15XX	144,000 \$244,000		100,000	244,000
Total Direct Costs			\$776,893		200,000	\$976,893
1.438% Indirect Costs				\$23,107		\$23,107

Grand Total						
Total Budgeted Costs:			\$ 776,893	\$23,107	200,000	\$ 1,000,000

Administrative Cost Calculation						
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs						\$1,000,000
Multiply by (.05% limit)						X .05
Enter Maximum Allowable for Administration, including Indirect Costs						\$ 50,000

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by telephone/e-mail/FAX on <i>12-2-10</i> by <i>R Willis</i> of TEA.		

Texas Title I Priority Schools Grant

Schedule #5—Program Budget Summary

Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.

Year 1A: SY 2010-2011 \$1,000,000

* Any Budget Request entered for funds in Year 2 and/or Year 3 constitutes the LEA/campus requesting approval of the waiver for extending the period of availability of these grant funds, whether indicated on Schedule #4B—Program Description: Waiver Requests or not.

Provide any necessary explanation or clarification of budgeted costs

*Professional development stipends \$100/6hrs., \$50/3hrs.

*Teacher Extra Duty Pay \$35/hr.

*BISD finance procedures for items (other than electronics) with a per unit cost of greater than \$500 and life expectancy of greater than two years will be capital outlay. Electronics with a per unit cost greater than \$150 or more and a life expectancy of greater than two years will be capital outlay. Items not meeting these criteria will be coded 6399.

6100:

*Full Time Payroll Costs: 4 core academic teachers (ELA, Math, Science and Social Studies) for 9th grade academic teaming/small learning communities.

*Professional Staff Extra-Duty Pay: Project Coordinator (\$35/hr), Extended Day/Week/Year Teacher Stipends (\$35/hr), Professional Development Stipends (\$100/6hrs.) and Incentive Pay Stipends for Teachers meeting predetermined criteria (\$2000/yr).

*Support Staff Extra Duty Pay: Clerical staff (time and ½) paperwork, filing and data base processing, etc.

*Incentive stipend is \$2000 per teacher based on student achievement

6200:

Professional Consulting Services: As detailed on Schedule 5C

6300:

*Technology Software-Not Capitalized: Text Help, COMPASS Learning

*Supplies and materials for extended day, trainings, in-service and professional development that do not require specific approval (consumable supplies)

6400:

Other Operating Costs that do not require specific approval: Light lunches and refreshment for all day staff development.

6600:

Technology hardware-Capitalized. Computers on Wheels, iPad, Writing Pads calculators, etc.

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Texas Title I Priority Schools Grant
Schedule #5B—Payroll Costs (6100)

Budgeted Costs					
Employee Position Titles	Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction					
1	Teacher			\$	\$
2	Educational Aide				
3	Tutor				
Program Management and Administration					
4	Project Director				
5	Project Coordinator				
6	Teacher Facilitator				
7	Teacher Supervisor				
8	Secretary/Administrative Assistant				
9	Data Entry Clerk				
10	Grant Accountant/Bookkeeper				
11	Evaluator/Evaluation Specialist				
Auxiliary					
12	Counselor				
13	Social Worker				
14	Child Care Provider				
15	Community Liaison/Parent Coordinator				
16	Bus Driver				
17	Cafeteria Staff				
18	Librarian				
19	School Nurse				
Other Employee Positions					
22	Title:				
23	Title:				
24	Title:				
25	Title:				
26	Subtotal Employee Costs			\$	\$
Substitute, Extra-Duty, Benefits					
27	6112	Substitute Pay 167 days @ \$100/day		\$	\$ 16,700
28	6119	Professional Staff Extra-Duty Pay 20wks x 12hrs/wk @ \$35/hr x 21 teachers		\$25,000	\$20,280 \$229,120
29	6121	Support Staff Extra-Duty Pay 108wks (36 wks per year) x10 hrs/wk @ \$10/hr x2			\$0
30	6140	Employee Benefits			\$35,915
31	Subtotal Substitute, Extra-Duty, Benefits Costs			\$25,000	\$254,815 \$279,815
32	Grand Total Payroll Budget (line 26 + line 31)			\$25,000	\$ 279,815

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by telephone <i>R Willis</i> by e-mail/FAX on <i>12-2-10</i> of TEA.		

Texas Title I Priority Schools Grant

Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)

Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)

1. Description of Professional or Consulting Service (Topic/Purpose/Service):

Addressing individual student needs

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: COMPASS				
Subgrants, Subcontracts, Subcontracted Services		\$100,000		\$100,000
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 100,000	\$	\$ 100,000

2. Description of Professional or Consulting Service (Topic/Purpose/Service):

Addressing individual student needs

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Campus Snapshot \$9000-12000				
Leadership coaching \$10000				
Online Prof. Dev. \$3000				
Summer Team Training \$90000				
Positive Behavior Support \$4000				
Social Service Support \$180/student (\$140,000 in year 1A \$100,000 in year 1B)				
Contractor's Payroll Costs		\$ 140,000	\$	\$ 140,000
Title: SIRC				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 140,000	\$	\$ 140,000

3. Description of Professional or Consulting Service (Topic/Purpose/Service):

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title:				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$	\$	\$
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$	\$	\$

Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:			
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:			
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:	\$240,000		\$240,000
Remaining 6200- Professional and Contracted Services that do not require specific approval:			
Grand Total:	\$240,000		\$240,000

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by telephone/e-mail/FAX on <i>12-2-10</i> by <i>R Mills</i> of TEA.		

Texas Title I Priority Schools Grant

Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval

Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized			\$	\$ 60,000	
	#	Type	Purpose			Quantity
	1	Response Clickers	Instant Response for Intervention \$80x125=\$10000			125
	2	Graphing Calculators	Hands-on Problem Solving 100x \$100= \$10,000			100
	3	Scientific Calculators	Hands-on Problem Solving 100x \$100= \$10,000			100
	4					
5						
6399	Technology Software- Not Capitalized					
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:						
Remaining 6300- Supplies and Materials that do not require specific approval: Translator Pens for ELL students \$100x 100= \$10000 Interactive Pads for easy technology access in the classroom \$350x 60= \$21000 Batteries for clickers/calculators/translator pens \$2000 Toner/Ink for printers/scanners/copiers \$24000 Sorter for copier \$3500 Computer carts, planners, Science carts				\$75,000	\$5,778 \$80,778	
Grand Total				\$ 75,000	\$ 140,778	

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Texas Title I Priority Schools Grant

Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval

	Expense Item Description	Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees)		
	Specify purpose: Attend State and National Conferences NSDC National Conference \$8000 National Dropout Prevention Conference \$8000 National Staff Development \$8000 National Special Education Conference \$6000	\$	\$ 30000
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)		
	Specify purpose: Student Incentive		
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools)		
	Specify purpose:		
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)		
	Specify purpose:		
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees)		
	Specify purpose:		
6429	Actual losses which could have been covered by permissible insurance		
6490	Indemnification Compensation for Loss or Damage		
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)		
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants)		
	Specify name and purpose of organization:		
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)		
	Specify purpose:		
Total 64XX- Operating Costs Requiring specific approval:			
	Remaining 6400 - Other Operating Costs that do not require specific approval:		
	Annual Testing Conference \$8000		
	NCEA technology Conference \$8000		
	NABE bilingual Conference \$80000		
	National Leadership Conference \$8000		\$42,300
	Grand Total	\$	\$ 72,300

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 by R. Willis

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
 School Years 2010-²⁰¹¹~~2013~~

031-901
 County-District No.
 Amendment No.

Texas Title I Priority Schools Grant

Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization)

	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
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6699/15XX- Library Books and Media (capitalized and controlled by library)

1	Library Books				0
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66XX/15XX- Technology Hardware - Capitalized

2	Tablet Computers To be utilized in the classroom as a supplemental tool for downloading maps/finding locations/accessing literature/easily quickly retrieving information during teachable moments	\$600	200	100,000	\$20,000 \$120,000
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3	Server for COMPASS software \$7500 Printers \$700x 24	\$400	60		\$24,000
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4	Computers on Wheels Easy access to class sets of computers as opposed to having to schedule classes in limited labs to improve student learning	\$33,333	3 sets	0	\$100,000
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5					
6					
7					
8					
9					
10					
11					

66XX/15XX- Technology Software- Capitalized

12					
13					
14					
15					
16					
17					
18					

66XX/15XX- Equipment and Furniture

19					
20					
21					
22					
23					
24					
25					
26					
27					
28					

Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.

29					
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Grand Total

Total 6600/15XX- Capital Outlay Costs:				\$100,000	\$244,000
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by telephone/Email/FAX on <i>12-2-10</i> by <i>R Willis</i> of TEA.			

Texas Title I Priority Schools Grant
Schedule #5—Program Budget Summary

Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A	Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276
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OCTOBER 2
 Project Period: ~~August 1~~, 2010 through June 30, 2013

Class/Object Code and Description			Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs	5B	6100	2,031,767	\$		2,031,767
Professional and Contracted Services	5C	6200	1,111,000			1,111,000
Supplies and Materials	5D	6300	534,847			534,847
Other Operating Costs	5E	6400	405,044			405,044
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/15XX	825,129			825,129
*indirect costs for year 1 in schedule 1A	Total Direct Costs		4,907,787			4,907,787
	1.438% Indirect Costs			\$46,213		4,954,000
Grand Total			<i>\$4,907,787</i>			
Total Budgeted Costs:			\$4,954,000	\$46,213		\$4,954,000

Administrative Cost Calculation	
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs	\$4,954,000
Multiply by (.05% limit)	X .05
Enter Maximum Allowable for Administration, including Indirect Costs	\$247,700

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by telephone/email/Fax on <i>12-2-10</i> by <i>R Willis</i> of TEA.		

Texas Title I Priority Schools Grant
Schedule #5—Program Budget Summary

Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.

Year 1B: SY 2010-2011 \$980,000

Year 2: SY 2011-2012 \$1,984,151

Year 3: SY 2012-2013 \$1,989,849

* Any Budget Request entered for funds in Year 2 and/or Year 3 constitutes the LEA/campus requesting approval of the waiver for extending the period of availability of these grant funds, whether indicated on Schedule #4B—Program Description: Waiver Requests or not.

Provide any necessary explanation or clarification of budgeted costs

*Professional development stipends \$100/6hrs., \$50/3hrs.

*Teacher Extra Duty Pay \$35/hr.

*BISD finance procedures for items (other than electronics) with a per unit cost of greater than \$500 and life expectancy of greater than two years will be capital outlay. Electronics with a per unit cost greater than \$150 or more and a life expectancy of greater than two years will be capital outlay. Items not meeting these criteria will be coded 6399.

6100:

*Full Time Payroll Costs: 4 core academic teachers (ELA, Math, Science and Social Studies) for 9th grade academic teaming/small learning communities.

*Professional Staff Extra-Duty Pay: Project Coordinator (\$35/hr), Extended Day/Week/Year Teacher Stipends (\$35/hr), Professional Development Stipends (\$100/6hrs.) and Incentive Pay Stipends for Teachers meeting predetermined criteria (\$2000/yr).

*Support Staff Extra Duty Pay: Clerical staff (time and ½) paperwork, filing and data base processing, etc.

*Incentive stipend is \$2000 per teacher based on student achievement

6200:

Professional Consulting Services: As detailed on Schedule 5C

6300:

*Technology Software-Not Capitalized: Text Help, COMPASS Learning

*Supplies and materials for extended day, trainings, in-service and professional development that do not require specific approval (consumable supplies)

6400:

Other Operating Costs that do not require specific approval: Light lunches and refreshment for all day staff development.

6600:

Technology hardware-Capitalized. Computers on Wheels, iPad, Writing Pads calculators, etc.

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<p>by telephone/e-mail/FAX on <u>12-2-10</u> by <u>R. Williams</u> of TEA.</p>		

Texas Title I Priority Schools Grant
Schedule #5B—Payroll Costs (6100)

Budgeted Costs			#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Employee Position Titles	Justification					
Instruction						
1	Teacher				\$	\$
2	Educational Aide					
3	Tutor					
Program Management and Administration						
4	Project Director					
5	Project Coordinator					
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title:					
23	Title:					
24	Title:					
25	Title:					
26	Subtotal Employee Costs				\$	\$
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay 950 days @ \$100/day			\$	\$ 95,000
28	6119	Professional Staff Extra-Duty Pay 100wks (40wks per year-20 from sch.1) x 12hrs/wk @ \$35/hr x 30 teachers				\$1,268,888
	6119	Incentive Pay for core area teachers meeting a predetermined criteria \$ 2000 x 274 teachers				\$549,200
29	6121	Support Staff Extra-Duty Pay 108wks (36 wks per year) x10 hrs/wk @ \$10/hr x1				\$46,850
30	6140	Employee Benefits				\$71,829
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	2,031,767
32	Grand Total Payroll Budget (line 26 + line 31)				\$	\$2,031,767

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Texas Title I Priority Schools Grant

Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval

	Expense Item Description	Pre-Award	Total Amount Budgeted
6212	Audit Costs (other than audits required under OMB Circular A-133) Specify purpose	\$	\$
6269	Rental or Lease of Buildings, Space in Buildings, or Land Specify purpose and provide calculation:		
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools) Specify purpose:		
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools) Specify purpose:		

Subtotal		
6200 – Professional and Contracted Services Cost Requiring Specific Approval		

Professional and Consulting Services (6219/6239) Less than \$10,000				
#	Topic/Purpose/Service	Total Contracted Amount	Pre-Award	Total Amount Budgeted
1.		\$	\$	\$
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Subtotal		
Professional and Consulting Services Less than \$10,000	\$	\$

Professional and Consulting Services (6219) Greater than or Equal to \$10,000

1. Description of Professional or Consulting Service (Topic/Purpose/Service):
 Cooperative Learning Strategies

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Single-school workshop flat fee \$10000				
Course materials and fees \$9300				
Daily Coaching rate \$2350x 4= \$9400				
Contractor's Payroll Costs		\$	\$	\$
Title: Cooperative Learning				
Subgrants, Subcontracts, Subcontracted Services		\$90,000		\$90000
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 90000	\$	\$ 90000

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Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)

Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)

2. Description of Professional or Consulting Service (Topic/Purpose/Service):

Sabal Palm Writing Academy

Contractor's Cost Breakdown of Service to be Provided
All day retreats \$1500/retreat
Afternoon workshop \$500 x 6 \$3000
Books and supplies \$100 x 40 participants \$4000

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs			\$	\$	\$
Title: Sabal Palm Writing					
Subgrants, Subcontracts, Subcontracted Services			\$33,000		\$33,000
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (____%)					
Total Payment:			\$ 33,000	\$	\$ 33,000

3. Description of Professional or Consulting Service (Topic/Purpose/Service):

Dana Center Hands-on Math and Science Training

Contractor's Cost Breakdown of Service to be Provided
Essential Science Concepts for 30 teachers \$8750
Chem/Physics for 10 teachers \$7000
Alg. II for 30 teachers \$6500
Geometry for \$30 teachers \$6500
***Pick Yearly**

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs			\$	\$	\$
Title: Math/Science Dana Center					
Subgrants, Subcontracts, Subcontracted Services			\$36000		\$36000
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (____%)					
Total Payment:			\$ 36000	\$	\$ 36000

4. Description of Professional or Consulting Service (Topic/Purpose/Service):

Consultant to Provide Expertise in Team Building and Teacher Leadership

Contractor's Cost Breakdown of Service to be Provided

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs			\$	\$	\$
Title: Leadership Training (Lorene Villarreal)					
Subgrants, Subcontracts, Subcontracted Services			\$90,000		\$90,000
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (____%)					
Total Payment:			\$	\$	\$

Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000: \$ 90,000 \$ \$ 90,000

Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:			
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:			
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:			
Remaining 6200- Professional and Contracted Services that do not require specific approval:			
Grand Total:			

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Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)

Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)

5. Description of Professional or Consulting Service (Topic/Purpose/Service):

TNT Reading Instruction for Struggling Readers

Contractor's Cost Breakdown of Service to be Provided Reading/Writing Component 4 days guided intervention for each subject for 30 teachers (includes materials)		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs			\$	\$	\$
Title: Reading Training					
Subgrants, Subcontracts, Subcontracted Services			\$75,000		\$75,000
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (____%)					
Total Payment:			\$ 75,000	\$	\$ 75,000

6. Description of Professional or Consulting Service (Topic/Purpose/Service):

Campus Needs Assessment/Leadership Training

Contractor's Cost Breakdown of Service to be Provided Campus Snapshot \$9000-\$12000 Leadership Coaching \$10000 Online Professional Development \$3000 LEA participation in District Institute \$3000 Summer Team Training \$30000/year Positive Behavior Support \$4000 Social Service Support \$180/student *Remaining Balance from Year 1 total (240,000/yr)		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs			\$ 580,000	\$	\$ 580,000
Title: SIRC					
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (____%)					
Total Payment:			\$ 580,000	\$	\$ 580,000

7. Description of Professional or Consulting Service (Topic/Purpose/Service):

Contractor's Cost Breakdown of Service to be Provided Freshman Orientation Activities to help transition students from middle school.		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs			\$ 60000	\$	\$ 60000
Title: Challenge Day					
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (____%)					
Total Payment:			\$ 60000	\$	\$ 60000

Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000: \$ \$ \$

Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:			
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:			
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:			
Remaining 6200- Professional and Contracted Services that do not require specific approval:			

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Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)

Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)

8. Description of Professional or Consulting Service (Topic/Purpose/Service):

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 62000	\$	\$ 62000
Title: Communities in School				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$62000	\$	\$ 62000

9. Description of Professional or Consulting Service (Topic/Purpose/Service):

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Follow-up training for any new teachers as well as refresher courses and any new materials that need to be purchased for new teachers				
Contractor's Payroll Costs	1	\$ 60,000	\$	\$ 60,000
Title: COMPASS				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 60,000	\$	\$ 60,000

10. Description of Professional or Consulting Service (Topic/Purpose/Service):

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
To ensure a safe and orderly environment				
Contractor's Payroll Costs	1	\$ 25,000	\$	\$ 25,000
Title: Probation Officer				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 25,000	\$	\$ 25,000

Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000: \$ \$ \$

Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:				
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:				
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
Grand Total:		\$1,111,000		\$1,111,000

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Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval

Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized			\$	\$	
	#	Type	Purpose			Quantity
	1	Response Clickers	Instant Response for Intervention			
	2	Graphing Calculators	Hands-on Problem Solving			
	3	Scientific Calculators	Hands-on Problem Solving			
4						
5						
6399	Technology Software- Not Capitalized Text Help					
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:						
Remaining 6300- Supplies and Materials that do not require specific approval:				\$	\$534,847	
Translator Pens for ELL students \$100x 100= \$10000						
Interactive Pads for easy technology access in the classroom \$350x 60= \$21000						
Batteries for clickers/calculators/translator pens \$2000						
Toner/Ink for printers/scanners/copiers \$24000						
Sorter for copier \$3500						
Computer carts, planners, Science carts						
X 3yrs for sustainability						
Grand Total				\$	\$ 534,847	

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Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval

	Expense Item Description	Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees) NSDC National Conference \$8000/yr. National Drop out Prevention Conference \$10000/yr. National Leadership Conference \$8000/yr National Staff Development Conference \$8000/yr Specify purpose: Attend State and National Conferences	\$	\$ 133,000
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: Student Incentive		
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose:		
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:		
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Specify purpose:		
6429	Actual losses which could have been covered by permissible insurance		
6490	Indemnification Compensation for Loss or Damage		
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)		
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization:		
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools) Specify purpose:		
Total 64XX- Operating Costs Requiring specific approval:			
Remaining 6400 - Other Operating Costs that do not require specific approval: Annual Testing Conference \$6000/yr NCEA technology Conference \$6000/yr NABE bilingual Conference \$6000/yr Working lunches/snacks			\$272,044
Grand Total		\$	\$ 405,044

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Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost
(15XX is for use by Charter Schools sponsored by a nonprofit organization)

	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1	Library Books				\$65,129
66XX/15XX- Technology Hardware - Capitalized					
2	Tablet Computers To be utilized in the classroom as a supplemental tool for downloading maps/locating areas/accessing literature and quickly/easily retrieving information during teachable moments.	\$600	680		\$410,000
3	Server for COMPASS software Printers (only in year 1A)				\$0
4	Computers on Wheels Easy Access to class sets of computers to improve student learning opportunities.	\$1050	330		\$350,000
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
29					
Grand Total					
Total 6600/15XX- Capital Outlay Costs:				\$	\$825,129

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SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>031-901</u> County-District No.
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Statement of provisions and assurances for the program(s) in this application:

A. Terms defined: As used in these Provisions and Assurances,

- Contract means the entire document, and all of TEA's attachments, appendices, schedules (including but not limited to the General Provisions and the Special Provisions), amendments and extensions of or to the Standard Contract;
- Agency or TEA means the Texas Education Agency;
- Contractor means the party or parties to this contract other than Agency; including its or their officers, directors, employees, agents, representatives, consultants and subcontractors, and subcontractors' officers, directors, employees, agents, representatives and consultants;
- Project Administrator means the person representing Agency or Contractor, as indicated by the contract, for the purposes of administering the contract project;
- Contract Project means the purpose intended to be achieved through the contract of which these Provisions and Assurances are a part;
- Applicant means the same as Contractor;
- SAS means the Standard Application System of which the application document is a part;
- "Application" means the entire package submitted by the Applicant including the schedules contained in the application and so indicated on the General Information page of the application package;
- Amendment means an application that is revised in budget categories and/or in program activities. It includes both the original application and any subsequent amendments; or extensions thereto;
- Works means all tangible or intangible material, products, ideas, documents or works of authorship prepared or created by Contractor for or on behalf of TEA at any time after the beginning date of the Contract (Works includes but is not limited to computer software, data, information, images, illustrations, designs, graphics, drawings, educational materials, assessment forms, testing materials, logos, trademarks, patentable materials, etc.); and,
- Intellectual Property Rights means the worldwide intangible legal rights or interests evidenced by or embodied in: (a) any idea, design, concept, method, process, technique, apparatus, invention, discovery, or improvement, including any patents, trade secrets, and know-how; (b) any work of authorship, including any copyrights, moral rights or neighboring rights; (c) any trademark, service mark, trade dress, trade name, or other indicia of source or origin; (d) domain name registrations; and (e) any other similar rights. The Intellectual Property Rights of a party include all worldwide intangible legal rights or interests that the party may have acquired by assignment or license with the right to grant sublicenses.
- Grant means the same as Contract;
- Grantee means the same as Contractor;
- Grantor means the same as Agency; and
- DCC means the Document Control Center of Agency.

B. Contingency: This contract is executed by Agency subject to the availability of funds appropriated by legislative act for the purposes stated. All amendments and/or extensions or subsequent contracts entered into for the same or continued purposes are executed contingent upon the availability of appropriated funds. Notwithstanding any other provision in this contract or any other document, this contract is void upon appropriated funds becoming unavailable. In addition, this contract may be terminated by Agency at any time for any reason upon notice to Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency. This contract may be extended or otherwise amended only by formal written amendment properly executed by both Agency and Contractor. No other agreement, written or oral, purporting to alter or amend this contract shall be valid.

C. Contractor's Application: Furnished to Agency in response to a request for application, is incorporated in this contract by reference for all necessary purposes. It is specifically provided, however, that the provisions of this contract shall prevail in all cases of conflict arising from the terms of Contractor's application whether such application is a written part of this contract or is attached as a separate document.

D. Requirements, Terms, Conditions, and Assurances: Which are stated in the Request for Application, in response to which Applicant is submitting this application, are incorporated herein by reference for all purposes although the current General Provisions shall prevail in the event of conflict. The instructions to the Standard Application System, as well as the General and Fiscal Guidelines and Program Guidelines, are incorporated herein by reference.

SCHEDULE #6A - cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>031-901</u> County-District No.
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- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations and Liquidations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered between the beginning and ending dates of the contract. The contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract no later than 30 days after the ending date of the contract, to coincide with the submission of the final expenditure report, due 30 days after the ending date of the contract. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>031-901</u> County-District No.
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- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

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Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

For School Districts and Nonprofit Organizations: The foregoing Intellectual Property Ownership provisions apply to any school districts, nonprofit organizations, and their employees, agents, representatives, consultants and subcontractors. If a school district or nonprofit organization or any of its subcontractor(s) wish to obtain a license agreement to use, advertise, offer for sale, sell, distribute, publicly display, publicly perform or reproduce the Works, or make derivative works from the Works, then express written permission must first be obtained from the TEA Copyright Office.

For Education Service Centers (ESCs): The foregoing Intellectual Property Ownership provisions apply to an Education Service Center (ESC) and its employees, agents, representatives, consultants, and subcontractors. If an ESC or any of its subcontractor(s) wish to obtain a license agreement to use, advertise, offer for sale, sell, distribute, publicly display, publicly perform or reproduce the Works, or make derivative works from the Works, then express written permission must first be obtained from the TEA Copyright Office.

For Colleges and Universities: The foregoing Intellectual Property Ownership provisions apply to any colleges and universities and their employees, agents, representatives, consultants, and subcontractors; provided, that for all Works and derivative works created or conceived by colleges or universities under the Contract, they are granted a non-exclusive, non-transferable, royalty-free license to use the Works for their own academic and educational purposes only. The license for academic and educational purposes specifically excludes advertising, offering for sale, selling, distributing, publicly displaying, publicly performing, or reproducing the Works, or making derivative works from the Works that are created or conceived under this Contract and colleges and universities and their employees, agents, representatives, consultants, and subcontractors are prohibited from engaging in these uses and activities with regard to the Works unless the prior express written permission of the TEA Copyright Office is obtained.

S. Unfair Business Practices: Unfair Business Practices: By signing this Contract, Contractor, if other than a state agency, certifies that Contractor, within the preceding 12 months, has not been found guilty, in a judicial or state agency administrative proceeding, of unfair business practices. Contractor, if other than a state agency, also certifies that no officer of its company has, within the preceding 12 months, served as an officer in another company which has been found, in a judicial or state agency administrative proceeding, to be guilty of unfair business practices.

Contractor, whether a state agency or not a state agency, certifies that no funds provided under this Contract shall be used to purchase supplies, equipment, or services from any companies found to be guilty of unfair business practices within 12 months from the determination of guilt.

T. Subcontracting: Contractor shall not assign or subcontract any of its rights or responsibilities under this contract, except as may be otherwise provided for in this application, without prior formal written amendment to this contract properly executed by both Agency and Contractor.

U. Use of Consultants: Notwithstanding any other provision of this application, Applicant shall not use or pay any consultant in the conduct of this application if the services to be rendered by any such consultant can be provided by Applicant's employees.

V. Capital Outlay: If Contractor purchases capital outlay (furniture and/or equipment) to accomplish the objective(s) of the project, title will remain with Contractor for the period of the contract. Agency reserves the right to transfer capital outlay items for contract noncompliance during the contract period or as needed after the ending date of the contract. This provision applies to any and all furniture and/or equipment regardless of unit price and how the item is classified in Contractor's accounting record.

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- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA: Grantees which are public school districts and open enrollment charter schools** agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A **nonprofit organization or university/college** grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.
- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
1. **Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
 2. **Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
 3. **Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
 4. **Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

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5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
6. the **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students (34 CFR Part 99)**, if Contractor is an educational institution (20 USC 1232g);
7. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (**prohibition against the use of federal grant funds to influence legislation pending before Congress**);
8. **Pro-Children Act of 2001**, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children [P. L. 107-110, Section 4303(a)]. In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services [P. L. 107-110, Section 4303(b)(1)]. Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P. L. 107-110, Section 4303(e)(1)).
9. **Fair Labor Standards Act (29 USC 207), Davis Bacon Act (40 USC 276(a), and Contract Work Hours and Safety Standards Act (40 USC 327 et seq.)**, as applicable, and their implementing regulations in 29 CFR 500-899, 29 CFR Parts 1,3,5, and 7, and 29 CFR Parts 5 and 1926, respectively.
10. **Buy America Act**: Contractor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding \$2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the U. S. that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. Contractor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-.2).
11. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended.

CC. Federal Regulations Applicable to All Federal Programs:

1. **For Local Educational Agencies (LEAs)**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 75 or 76 as applicable, 77, 79, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements);
2. **For Education Service Centers (ESCs)**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 75 or 76 as applicable, 77, 79, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements);
3. **For Institutions of Higher Education (IHEs)**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 74, 77, 79, 81, 82, 85, 86, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-21 (Cost Principles), A-133 (Audits), and A-110 (Uniform Administrative Requirements);
4. **For Nonprofit Organizations**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 74, 77, 79, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-122 (Cost Principles), A-133 (Audits), and A-110 (Uniform Administrative Requirements);
5. **For State Agencies**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 76, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements); and
6. **For Commercial (for-profit) Organizations**: 29 CFR 1630 and 48 CFR Part 31.

DD. General Education Provisions Act (GEPA), as Amended, Applicable to All Federal Programs Funded or Administered Through or By the U. S. Department of Education:

1. **Participation in Planning**: Applicant will provide reasonable opportunities for the participation by teachers, parents, and other interested parties, organizations, and individuals in the planning for and operation of each program described in this application (20 USC 1232(e)).

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2. **Availability of Information:** Any application, evaluation, periodic program plan, or report relating to each program described in this application will be made readily available to parents and other members of the general public (20 USC 1232(e)).
 3. **Sharing of Information:** Contractor certifies that it has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program described in this application significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects (20 USC 1232(e)).
 4. **Prohibition of Funds for Busing:** The applicant certifies that no federal funds (except for funds appropriated specifically for this purpose) will be used for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to overcome racial imbalance in any school or school system, or for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to carry out a plan of racial desegregation of any school or school system (20 USC 1228).
 5. **Direct Financial Benefit:** Contractor certifies that funds expended under any federal program will not be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization [20 USC 1232(b)(8)].
- EE. Payment for Services:** Payment for service(s) described in this Contract is contingent upon satisfactory completion of the service(s). Satisfaction will be determined by TEA's Project Administrator, in his sole discretion but in accordance with reasonable standards and upon advice of his superiors in TEA, if necessary.
- FF. Family Code Applicability:** By signing this Contract, Contractor, if other than a state agency, certifies that under Section 231.006, Family Code, that Contractor is not ineligible to receive payment under this Contract and acknowledges that this Contract may be terminated and payment may be withheld if this certification is inaccurate. TEA reserves the right to terminate this Contract if Contractor is found to be ineligible to receive payment. If Contractor is found to be ineligible to receive payment and the Contract is terminated, Contractor is liable to TEA for attorney's fees, the costs necessary to complete the Contract, including the cost of advertising and awarding a second contract, and any other damages or relief provided by law or equity.
- GG. Interpretation:** In the case of conflicts arising in the interpretation of wording and/or meaning of various sections, parts, Appendices, General Provisions, Special Provisions, Exhibits, and Attachments or other documents, the TEA Contract and its General Provisions, Appendices and Special Provisions shall take precedence over all other documents which are a part of this contract.
- HH. Registered Lobbyists:** No state or federal funds transferred to a contractor/grantee may be used to hire a registered lobbyist.
- II. Test Administration and Security:** This contract is executed by Agency subject to assurance by Contractor that it has at all times been and shall remain in full compliance with Title 19, Texas Administrative Code Chapter 101, and all requirements and procedures for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Notwithstanding any other provision in this contract or any other document, this contract is void upon notice by Agency, in its sole discretion, that Contractor or any school, campus, or program operated by Contractor has at any time committed a material violation of Title 19, Texas Administrative Code Chapter 101, or any requirement or procedure for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency.
- JJ. Social Security Numbers:** Social Security numbers will not be provided by TEA as a part of this agreement. TEA is not requiring or requesting school districts or other grantees to provide Social Security numbers as a part of this agreement.
- KK. Student-identifying Information:** Contractor agrees that in executing tasks on behalf of TEA, Contractor will not use any student-identifying information in any way that violates the provisions of FERPA and will destroy or return all student-identifying information to TEA within thirty (30) days of project completion.

SCHEDULE #6A - cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>031-901</u> County-District No.
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LL. High-Risk Status, Special Conditions, and Enforcement Actions: Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

Pursuant to the provisions in 34 CFR 80.43 and 74.62, if a grantee materially fails to comply with any term of an award, whether stated in a federal statute or regulation, an assurance, in a grant application, or elsewhere, TEA may take one or more of the following enforcement actions as appropriate in the circumstances: temporarily withhold cash payments pending correction of the deficiency or more severe enforcement action; disallow all or part of the cost of an activity or action not in compliance; wholly or partly suspend or terminate the current award; withhold further awards for the program; or take other remedies that may be legally available. If an enforcement action is imposed, the grantee will be notified in writing by TEA of the actions imposed and the process for remedying the noncompliance or removing the enforcement actions.

TEA reserves the right to not award a discretionary grant to a high-risk grantee or to a grantee that is materially non-compliant with the terms and conditions of another award.

Rev. 03/2010

The signing of Schedule #1 - General Information by applicant indicates acceptance of and compliance with all requirements described on this schedule.

SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>031-901</u> County-District No.
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

- "Covered Transaction"— A transaction under Federal non-procurement programs, which can be either a primary covered transaction or a lower tier covered transaction.
 - "Lower Tier Covered Transaction"— (1) Any transaction between a participant and a person other than a procurement contract for goods or services, regardless of type, under a primary covered transaction; (2) Any procurement contract for goods or services between a participant and a person, regardless of type, expected to equal or exceed the Federal procurement small purchase threshold of \$25,000; (3) Any procurement contract for goods or services between a participant and a person under a covered transaction, regardless of amount.
 - "Participant"— Any person who submits a proposal for, enters into, or reasonably may be expected to enter into a covered transaction, including an agent or representative of another participant.
 - "Principal"— An officer, director, owner, partner, principal investigator, or other person within a participant with management or supervisory responsibilities related to a covered transaction; or a consultant or other person, whether or not employed by the participant or paid with Federal funds, who (1) is in a position to handle Federal funds; (2) is in a position to influence or control the use of those funds; or (3) occupies a technical or professional position capable of substantially influencing the development or outcome of an activity required to perform the covered transaction.
 - "Excluded Parties List System (EPLS)"— The list maintained and disseminated by the General Services Administration (GSA) containing names and other information about persons who are ineligible.
 - "Debarment"— Action taken by a debarring official (Federal agency) to exclude a person (recipient) from participating in covered transactions.
 - "Suspension"— An action taken that immediately prohibits a person from participating in covered transactions for a temporary period, pending completion of an agency investigation and any judicial or administrative proceedings that may ensue.
 - "Ineligible" generally refers to a person who is either excluded or disqualified.
 - "Person"— Any individual, corporation, partnership, association, unit of government or legal entity, however organized, except: foreign governments or foreign governmental entities, public international organizations, foreign government owned (in whole or in part) or controlled entities, and entities consisting wholly or partially of foreign governments or foreign governmental entities.
 - "Proposal"—A solicited or unsolicited bid, application, request, invitation to consider or similar communication by or on behalf of a person seeking to participate or to receive a benefit, directly or indirectly, in or under a covered transaction.
 - "Voluntarily Excluded"—A status of nonparticipation or limited participation in covered transactions assumed by a person pursuant to the terms of a settlement.
1. By signing SAS Schedule #1 and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
 2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
 3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
 4. The terms "covered transaction", "debarred", "suspended", "ineligible", "lower tier covered transaction", "participant", "person", "primary covered transaction", "principal", "proposal", and "voluntarily excluded", as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
 5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount	<u>031-901</u> County-District No.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by signature on SAS Schedule #1 and by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)

68 FR 66544, 66611, 66612, 66613, 66614, November 26, 2003

As amended by the Texas Education Agency (04/02)

The signing of Schedule #1--General Information by applicant indicates acceptance of all requirements described on this schedule.

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>031-901</u> County-District No.
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

The applicant certifies by signature on Schedule #1 - General Information, to the best of his or her knowledge and belief, that:

- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. (See **Schedule #6D - Disclosure of Lobbying Activities.**)
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact on which the U. S. Department of Education and the Texas Education Agency relied when they made or entered into this grant or contract. Any organization that fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Dept. of Education form #ED 80-0008
 As amended by the Texas Education Agency

11/89
 03/90

The signing of Schedule #1--General Information by applicant indicates acceptance of all requirements described on this schedule.

SCHEDULE #6D -
Disclosure of Lobbying Activities

TEXAS EDUCATION AGENCY
Standard Application System
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Texas Title I Priority Schools Grant

Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.)
Do not sign and submit this disclosure form unless lobbying activities are being disclosed.

Federal Program:		
Name:		
1. Type of Federal Action <input type="checkbox"/> a. Contract <input type="checkbox"/> b. Grant	2. Status of Federal Action: <input type="checkbox"/> a. Bid/Offer/Application <input type="checkbox"/> b. Initial award <input type="checkbox"/> c. Post-award	3. Report Type: <input type="checkbox"/> a. Initial filing <input type="checkbox"/> b. Material change For Material Change Only: Year: _____ Quarter: _____ Date of last Report: _____
4. Name and Address of Reporting Entity: <input type="checkbox"/> Subawardee Tier (if known): _____ Congressional District (if known): _____	5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701 Congressional District (if known): 21	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable: _____	
8. Federal Action Number, if known:	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):	10. b. Individuals Performing Services (including address if different from No. 10a; last name, first name, MI):	

(Attach Continuation Sheet(s), if necessary)

[ITEMS 11-15 REMOVED]

16. Information requested through this form is authorized by Title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Signature: _____

Name: _____

Title: _____

Telephone# _____

Date: _____

Federal Use Only:

Standard Form LLL

SCHEDULE #6E

NCLB ACT PROVISIONS &
ASSURANCES

County-District No. **031-901**

Texas Title I Priority Schools Grant

The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

- A. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
- B. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to such entities.
- C. The public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer such funds and property to the extent required by the authorizing statutes.
- D. The applicant will adopt and use proper methods of administering each such program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
- E. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the Texas Education Agency, the Secretary of Education or other federal officials.
- F. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to such applicant under each such program.
- G. The applicant will submit such reports to the Texas Education Agency (which shall make the reports available to the Governor) and the Secretary of Education, as the Texas Education Agency and the Secretary of Education may require to enable the Texas Education Agency and the Secretary of Education to perform their duties under each such program.
- H. The applicant will maintain such records, provide such information, and afford access to the records as the Agency (after consultation with the Governor) or the Secretary may find necessary to carry out the Agency's or the Secretary's duties.
- I. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and has considered such comment.
- J. **Gun-Free Schools Act:** The local education agency assures that it is in compliance with Section 37.007(e) of the Texas Education Code, which requires expulsion of a student who brings to school or possesses at school a firearm as defined by 18 U.S.C. Section 2891 [pursuant to the requirements in P. L. 107-110, Section 4141(d)(1)]. In addition, the local educational agency certifies that it has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school [P. L. 107-110, Section 4141(h)(1)].
- K. **Student Records Transfer:** The local educational agency shall ensure that a student's records and, if applicable, a student's individualized education program as defined in section 602(11) of the Individuals with Disabilities Education Act, are transferred to a charter school upon the transfer of the student to the charter school, and to another public school upon the transfer of the student from a charter school to another public school, in accordance with applicable state law (P. L. 107-110, section 5208).
- L. **Consolidation of Administrative Funds:** A local educational agency, with the approval of TEA, may consolidate and use for the administration of one or more programs under the No Child Left Behind Act not more than the percentage, established in each program, of the total available for the local educational agency under those programs. A local educational agency that consolidates administrative funds shall not use any other funds under the programs included in the consolidation for administration for that fiscal year. Consolidated administrative funds shall be used for the administration of the programs covered and may be used for coordination of these programs with other federal and non-federal programs and for dissemination of information regarding model programs and practices.
- M. **Privacy of Assessment Results:** Any results from an individual assessment referred to in the No Child Left Behind Act of a student that become part of the education records of the student shall have the protections provided in section 444 of the General Education Provisions Act [P. L. 107-110, section 9523 and the Family Educational Rights and Privacy Act (FERPA) of 1975, as amended].

SCHEDULE #6E – cont.
NCLB ACT PROVISIONS &
ASSURANCES

TEXAS EDUCATION AGENCY
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

SCHEDULE #6E – cont.

NCLB ACT PROVISIONS & ASSURANCES

TEXAS EDUCATION AGENCY**Standard Application System****School Years 2010-2013****031-901**

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- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).
- U. Assurances related to the education of homeless children and youths:**
- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
 - (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
 - (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
 - (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
 - (5) The LEA assures that homeless children and youth have access to the education and other services that they need in order to meet the same challenging State student academic achievement standards to which all students are held.
- V. Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2001:
1. **Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:
 - (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is **operated under public supervision and control;**
 - (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
 - (C) provides a program of elementary or secondary education, or both;
 - (D) is **nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;**
 - (E) **does not charge tuition;**
 - (F) **complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;**
 - (G) is a school to which parents choose to send their children, and that **admits students on the basis of a lottery, if more students apply for admission than can be accommodated;**
 - (H) **agrees to comply with the same Federal and State audit requirements** as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
 - (I) **meets all applicable Federal, State, and local health and safety requirements;**
 - (J) operates in accordance with State law; and
 - (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.
 2. **Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.
 3. **Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>031-901</u> County-District No.
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4. Highly Qualified:

- (A) when used with respect to any public elementary school or secondary school teacher teaching in a State, means that–
 - (i) the teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law; and
 - (ii) the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis;
- (B) when used with respect to–
 - (i) an elementary school teacher who is new to the profession, means that the teacher–
 - (I) holds at least a bachelor's degree; and
 - (II) has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum); or
 - (ii) a middle or secondary school teacher who is new to the profession, means that the teacher holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by–
 - (I) passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or
 - (II) successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing; and
- (C) when used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, means that the teacher holds at least a bachelor's degree and–
 - (i) has met the applicable standard in clause (i) or (ii) of subparagraph (B), which includes an option for a test; or
 - (ii) demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that–
 - (I) is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;
 - (II) is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
 - (III) provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
 - (IV) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
 - (V) takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;
 - (VI) is made available to the public upon request; and
 - (VII) may involve multiple, objective measures of teacher competency.

- 5. Parental Involvement:** The participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring:
- (A) that parents play an integral role in assisting their child's learning;
 - (B) that parents are encouraged to be actively involved in their child's education at school;
 - (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
 - (D) the carrying out of other activities, such as those described in section 1118 of P. L. 107-110.

SCHEDULE #6E – cont.
NCLB ACT PROVISIONS &
ASSURANCES

TEXAS EDUCATION AGENCY
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6. Professional Development includes activities that:

- (A) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- (B) are an integral part of broad schoolwide and districtwide educational improvement plans;
- (C) give teachers, principals, and administrators the knowledge and skills to provide the students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
- (D) improve classroom management skills;
- (E) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom and are not one-day or short-term workshops or conferences;
- (F) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
- (G) advance teacher understanding of effective instructional strategies that are:
- (H) based on scientifically based research (except for programs under Title II, Part D, Enhancing Education Through Technology of this Act); and
- (I) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
- (J) are aligned with and directly related to State academic content standards, student academic achievement standards, and assessments and the curricula and programs tied to the standards;
- (K) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
- (L) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
- (M) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
- (N) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement with the findings of the evaluations used to improve the quality of professional development;
- (O) provide instruction in methods of teaching children with special needs;
- (P) include instruction in the use of data and assessments to inform and instruct classroom practice;
- (Q) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and
- (R) may include activities that:
 - (i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
 - (ii) create programs to enable paraprofessionals (assisting teachers employed by an LEA receiving assistance under Title I Part A) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
 - (iii) provide follow-up training to teachers who have participated in activities described previously in this definition that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

7. Scientifically Based Research:

- (A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
- (B) includes research that:
 - (i) employs systematic, empirical methods that draw on observation or experiment;
 - (ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
 - (iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>031-901</u> County-District No.
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- (iv) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- (v) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- (vi) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- (vii) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

8. Teacher Mentoring: Activities that-

- (A) consist of structured guidance and regular and ongoing support for teachers, especially beginning teachers, that-
 - (i) are designed to help the teachers continue to improve their practice of teaching and to develop their instructional skills; and part of an ongoing developmental induction process that-
 - (I) involves the assistance of an exemplary teacher and other appropriate individuals from a school, local educational agency, or institution of higher education; and
 - (II) may include coaching, classroom observation, team teaching, and reduced teaching loads; and
 - (III) may include the establishment of a partnership by a local educational agency with an institution of higher education.

9. Technology: State-of-the-art technology products and services.

W. ESEA Performance Goals, Indicators, and Performance Reporting: The LEA assures it has adopted the five performance goals and the related performance indicators established by the U. S. Department of Education and as submitted in the *Texas Consolidated State Application for Funds Under the No Child Left Behind Act*. The LEA also assures that it will develop and implement procedures for collecting data related to the performance indicators where such data is not already collected through the Academic Excellence Indicator System (AEIS) or PEIMS and that it will report such data to the Agency in the time and manner requested.

X. Transfer of School Disciplinary Records: The LEA assures it has a procedure in place to transfer disciplinary records, with respect to a suspension or expulsion, to any private or public elementary school or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full- or part-time basis, in the school. This requirement shall not apply to any disciplinary records with respect to a suspension or expulsion that are transferred from a private, parochial or other nonpublic school, person, institution, or other entity, that provides education below the college level (P. L. 107-110, section 4155).

Revised 03/03

The signing of Schedule #1 - General Information by applicant indicates acceptance of and compliance with all requirements described on this schedule.

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>031-901</u> County-District No.
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Federal Statutory Requirements

- 1) The LEA must demonstrate that the LEA has analyzed the needs of each school and selected an intervention for each school.
- 2) The LEA must demonstrate that it has the capacity to use these grant funds to provide adequate resources and related support to each Tier campus identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.
- 3) If the LEA is not applying to serve each Tier I school (through a separate application for each campus), the LEA must explain why it lacks capacity to serve each Tier I school.
- 4) The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final federal requirements, including the services the campus will receive or the activities the campus will implement.
- 5) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality.
- 6) The LEA must describe actions it has taken, or will take, to align other resources with the interventions.
- 7) The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.
- 8) The LEA must describe actions it has taken, or will take, to sustain the reforms after the funding period ends.
- 9) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each campus.
- 10) The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.
- 11) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models on its campus.
- 12) Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.
- 13) Applicant provides assurance that it will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.
- 14) Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.
- 15) Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.
- 16) Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.
- 17) If the LEA/campus selects to implement the **turnaround model**, the campus **must** implement the following federal requirements.
 - a. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
 - b. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
 1. Screen all existing staff and rehire no more than 50 percent; and
 2. Select new staff.
 - c. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
 - d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
 - e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>031-901</u> County-District No.
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new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

- f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
 - g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
 - h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
 - i. Provide appropriate social-emotional and community-oriented services and supports for students.
- 18) If the LEA/campus selects to implement the **turnaround model**, the campus **may** implement the following federal requirements.
1. Any of the required and permissible activities under the transformation model; or
 2. A new school model (e.g., themed, dual language academy).
- 19) If the LEA/campus selects to implement the school **closure model**, the campus **must** implement the following requirement.
- a. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
 - b. A grant for school closure is a one-year grant without the possibility of continued funding.
- 20) If the LEA/campus selects to implement the **restart model**, the campus **must** implement the following federal requirements.
- a. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.
 - b. Enroll, within the grades it serves, any former student who wishes to attend the school.
- 21) If the LEA/campus selects to implement the **transformation model**, the campus **must** implement the following federal requirements.
1. Develop and increase teacher and school leader effectiveness.
 - (A) Replace the principal who led the school prior to commencement of the transformation model;
 - (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
 - (1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (2) Are designed and developed with teacher and principal involvement;
 - (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
 - (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
 - (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.
 2. Comprehensive instructional reform strategies.
 - (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
 - (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of

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individual students.

3. Increasing learning time and creating community-oriented schools.
 - (A) Establish schedules and strategies that provide increased learning time; and
 - (B) Provide ongoing mechanisms for family and community engagement.
 4. Providing operational flexibility and sustained support.
 - (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
 - (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
- 22) An LEA **may** also implement other strategies to develop teachers' and school leaders' effectiveness, such as--
- (A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
 - (B) Institute a system for measuring changes in instructional practices resulting from professional development; or
 - (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.
- 23) An LEA **may** also implement comprehensive instructional reform strategies, such as--
- (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
 - (B) Implement a schoolwide "response-to-intervention" model;
 - (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
 - (D) Use and integrate technology-based supports and interventions as part of the instructional program; and
 - (E) In secondary schools--
 - (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
 - (2) Improve student transition from middle to high school through summer transition programs or freshman academies;
 - (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
 - (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
- 24) An LEA **may** also implement other strategies that extend learning time and create community-oriented schools, such as--

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- (A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
 - (B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
 - (C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
 - (D) Expand the school program to offer full-day kindergarten or pre-kindergarten.
- 25) The LEA **may** also implement other strategies for providing operational flexibility and intensive support, such as--
- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
 - (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.

Statutory Program Assurances

- 1) Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.
- 2) Applicant provides assurance that it will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.
- 3) Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive school improvement funds.
- 4) Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final federal requirements.
- 5) Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.
- 6) Applicant provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

TEA Program Assurances

1. Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the **Quarterly Implementation Reports**, the **Model Selection and Description Report**, and through participation in TEA technical assistance. Copies of the above named reports can be found on the TTIPS website at the following link: http://www.tea.state.tx.us/index4.aspx?id=7354&menu_id=798
 - a. The Model Selection and Description Report must be submitted to TEA no later than **February 1, 2011**. This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities:
 - i. Comprehensive Needs Assessment process.
 - ii. Establish the grant budget by the required categories.
 - iii. Identification and Selection of the intervention model.
 - iv. Development of activities to implement selected intervention model.
 - v. Development of Timeline of Grant Activities.
- 2) The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.
- 3) The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.

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- 4) For LEAs selecting the TEA Designed Model, the applicant must participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.
- 5) The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
- 6) The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
- 7) The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.
- 8) The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
- 9) The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.
- 10) If the LEA/Tier III campus selects to implement the **transformation model**, the campus assures that it will implement the following federal requirements.
 1. Develop and increase teacher and school leader effectiveness.
 - A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training.
 - B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
 - C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
 - D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals:
 1. Takes into account data on student growth as a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 2. Are designed and developed and with teacher and principal involvement
 2. Comprehensive instructional reform strategies.
 - A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
 - B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
 3. Increasing learning time and creating community-oriented schools.
 - A. Establish schedules and strategies that provide increased learning time; and
 - B. Provide ongoing mechanisms for family and community engagement.
 4. Providing operational flexibility and sustained support.
 - A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
 - B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
- 11) An LEA **may** also implement other strategies to develop teachers' and school leaders' effectiveness, such as--
 - A. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
 - B. Institute a system for measuring changes in instructional practices resulting from professional development; or
 - C. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

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- 12) An LEA **may** also implement comprehensive instructional reform strategies, such as--
- A. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
 - B. Implement a school wide "response-to-intervention" model;
 - C. Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
 - D. Use and integrate technology-based supports and interventions as part of the instructional program; and
 - E. In secondary schools--
 - 1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
 - 2) Improve student transition from middle to high school through summer transition programs or freshman academies;
 - 3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
 - 4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
- 13) An LEA **may** also implement other strategies that extend learning time and create community-oriented schools, such as--
- A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
 - B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
 - C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
 - D. Expand the school program to offer full-day kindergarten or pre-kindergarten.
- 14) The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--
- A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
 - B. Implement a per-pupil school-based budget formula that is weighted based on student needs.
- 15) The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.
- a. Number of minutes within the school year.
 - b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.
 - c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only)
 - d. College enrollment rates. (High Schools Only)
 - e. Teacher Attendance Rate
 - f. Student Completion Rate
 - g. Student Drop-Out Rate
 - h. Locally developed competencies created to identify teacher strengths/weaknesses
 - i. Types of support offered to teachers
 - j. Types of on-going, job-embedded professional development for teachers
 - k. Types of on-going, job-embedded professional development for administrators
 - l. Strategies to increase parent/community involvement
 - m. Strategies which increase student learning time

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By submitting the application for American Recovery and Reinvestment Act (ARRA) funds (P.L. 111-5), the applicant agrees to comply with the following provisions and assurances for all programs authorized in Division A of the ARRA, Title I School Improvement Grant (SIG). The applicant understands that failure to comply with one or more of these provisions and assurances may result in the Texas Education Agency (TEA) taking one or more enforcement actions authorized in Title 34 of the Code of Federal Regulations (CFR) §§ 74.62 and 80.43.

In addition to the standard terms of award, all funding provided under the Recovery Act will be subject to the provisions, assurances and conditions for American Recovery and Reinvestment Act of 2009 (ARRA or Recovery Act).

Terms defined:

RECIPIENT – The term “recipient” means a State and includes the Texas Education Agency (TEA). It also includes any entity that applies for and receives a grant directly from the federal government.

RECOVERY FUNDS –The term “recovery funds” means any funds that are made available from appropriations made under the Recovery Act.

RECOVERY ACT – the American Recovery and Reinvestment Act (ARRA) of 2009 (P.L. 111-5)

STIMULUS FUNDS – The term “stimulus funds” means any funds that are made available from appropriations under the Recovery Act; the term may be used interchangeably with “recovery funds.”

GRANTEE – the subrecipient of TEA and applicant of funds.

A. One-Time Funding: Unless otherwise specified, ARRA funding is considered one-time funding that is expected to be temporary. Grantees should expend funds in ways that do not result in unsustainable continuing commitments after the funding expires. Grantees must move rapidly, while using prudent grant management practices, to develop plans for using funds, consistent with the ARRA’s reporting and accountability requirements, and promptly begin spending funds to help drive the nation’s economic recovery. All ARRA funds must be separately accounted for and tracked in their obligation, expenditure, and reporting.

B. Period of Availability and Encumbrances/Obligations: Unless otherwise specified in the Notice of Grant Award (NOGA), all funds are effective from the beginning date specified on the Notice of Grant Award (NOGA) through June 30, 2013. Carryover of funds will not be available beyond that date. Unobligated/unexpended funds will be returned to the Department of Treasury. The paragraph in the General Provisions pertaining to Encumbrances and Obligations applies as follows:

All encumbrances shall occur on or between the beginning and ending dates of the contract. All goods must be received and services rendered and subsequently liquidated (recorded as an expenditure or accounts payable) within the contract dates. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. When an obligation is made is defined in 34 CFR 76.707.

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C. Compliance with Other Provisions and Assurances: All provisions and assurances stated in the General Provisions, Certification Regarding Debarment and Suspension, Lobbying Certification and Disclosure of Lobbying, No Child Left Behind Act (NCLB) Special Provisions and Assurances, and all other program-specific provisions and assurances apply unless they conflict or are superseded by the following terms and conditions implementing the American Recovery and Reinvestment Act of 2009 (ARRA) requirements below. This includes compliance with Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975; and all other nondiscrimination provisions. It also includes Title VII of the Civil Rights Act of 1964 (prohibiting race, color, national origin, religion, and sex discrimination in employment; the Americans with Disabilities Act (prohibiting disability discrimination in employment and in services provided by entities receiving federal funds); as well as any other applicable civil rights laws. **By submitting this application, the applicant agrees to comply with all such provisions and assurances.**

D. Compliance with Other Program Statutes: The applicant agrees to comply with the authorizing program statutes, regulations, non-regulatory guidelines, and other guidance in the implementation of the programs receiving funding under ARRA. This includes compliance with comparability; supplement, not supplant; maintenance of effort (MOE); equitable participation for private nonprofit school students and teachers; and all other program-specific provisions and requirements. All such are hereby incorporated by reference.

E. DUNS Number: All entities receiving any federal funds, including ARRA funds, are required to have a DUNS (Dunn & Bradstreet) number. The DUNS number serves as the grantee organization’s unique identifier for reporting federal funds received and expended. TEA must use this same DUNS number to report grant awards and expenditures for subrecipients under ARRA to the website specifically provided for in ARRA - <http://www.FederalReporting.gov/>. The assignment of a DUNS number is a condition of award of ARRA funds and must be validated by TEA prior to issuing a NOGA for ARRA funds. (Section 1512[c][4] of ARRA and the federal Office of Management and Budget (OMB) to comply with the Federal Funding Accountability and Transparency Act [FFATA], P.L. 109-282. OMB adopted the DUNS number as the “unique identifier” required for reporting under FFATA).

F. Central Contractor Registration (CCR): All grantees receiving ARRA funds, as well as any other federal funds, are required to register and maintain current registration with the Central Contractor Registration (CCR) database at <http://www.ccr.gov>. Registration in CCR is a condition of award of ARRA funds and must be validated by TEA prior to issuing a NOGA for ARRA funds.

G. ARRA Reporting Requirements: The federal Office of Management and Budget (OMB) has issued guidance related to reporting the use of ARRA funds to the various websites. The definition of terms and data elements, as well as any specific instructions for reporting, including required formats, are provided in separate guidance issued by the TEA.

The Texas Education Agency as a direct recipient of funds is required to report certain information at certain intervals throughout the grant period as required in Section 1512 of ARRA. In order to meet the reporting requirements, grantees will be required to provide certain information to TEA. By submitting this application, the grantee agrees to provide information in the form, time, and manner requested so that TEA can meet its reporting requirements and deadlines.

- 1. Separate Tracking and Monitoring of ARRA Funds:** ARRA funds must be separately tracked and monitored independently of any non-Recovery Act funding. Grantees must submit certain information to TEA in order for TEA to comply with quarterly reporting requirements established in Section 1512 of the Recovery Act. Recovery Act-related reporting requirements are incorporated as a special condition of this award.

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3. **Quarterly Reporting for ARRA:** Not later than 10 calendar days after the end of each calendar quarter, TEA and any other **direct** recipient of ARRA funds must report to the U.S. Department of Education with regard to recovery funds received in accordance with number 4 below (Section 1512[c]). (A "direct recipient" is a state agency or any entity that applies for and receives funds **directly** from a federal government agency.) TEA must obtain certain information from grantees in order to comply with this reporting requirement. By submitting this application, the grantee agrees to submit information to TEA in the time, form, and manner requested.
4. **Data Elements for Quarterly Reporting for ARRA:** In accordance with Section 1512(c) of ARRA and the Federal Funding Accountability and Transparency Act of 2006 (Public Law 109-282), TEA is required to provide quarterly reports to the U.S. Department of Education or through a central government-wide portal (<http://www.FederalReporting.gov>). The information adopted by OMB contains the following data elements: submitting this application, the grantee agrees to submit the information to TEA in the time, form, and manner requested. The information may change pending final adoption by OMB.

For each grant that equals or exceeds \$25,000 in total grant award amount:

- a. The grantee organization's DUNS number (TEA will need to collect this information from grantees)
- b. The grant award number (i.e., NOGA ID number) assigned by TEA (TEA will have this information on file)
- c. The legal name of the grantee organization (as registered in the Central Contractor Registration (CCR), if registered) (TEA will have this information on file provided it is the same legal name on file with TEA)
- d. The physical location (street address) (as listed in the CCR, if registered) (TEA will have this information on file provided it is the same street address on file with TEA)
- e. The (federal) Congressional district number
- f. The grantee organization type (i.e., independent school district, nonprofit organization, etc) (TEA will have this information on file)
- g. The total amount of the grant award (TEA will have this information on file)
- h. The total amount paid to the grantee as of date of report (TEA will have this information on file)
- i. The physical location (street address) of the primary place of performance of the grant (TEA will have this information on file provided it is the same address on file with TEA.)
- j. An evaluation (i.e., status report) of the completion status of the project or activity (for example, Not Started; Less than 50% Completed; Completed 50% or More; Fully Completed) (It is not clear at this time whether this information will need to be collected from the grantees. TEA will notify the grantee in the event status information needs to be collected.)
- k. An estimate of the number of jobs created and the number of jobs retained by the project or activity and a brief description of the types of those jobs (i.e., job titles) (TEA will need to collect this information from grantees.)
- l. The names and total compensation of the five most highly compensated officers of the grantee organization if the organization in its preceding year received 80% or more of its annual gross revenues in Federal awards and \$25,000,000 or more in annual gross revenues from Federal awards and the public does not have access to information about the compensation of senior executives. (It is not known at this time whether this data element will be required once the data elements are finalized by OMB. If it is required in the final data elements, TEA will need to collect this information from the grantees.)

For grants that equal less than \$25,000 in total grant award amount or for grantees that in the previous tax year had gross income under \$300,000, amounts will be reported in the aggregate according to the following:

- a. The total number of grants awarded less than \$25,000 (TEA will have this information file)
- b. The total award (aggregate) amount for all grants less than \$25,000 (TEA will have this information on file)
- c. The total (aggregate) amount paid to grantees for all grants less than \$25,000 as of date of report (TEA will have this information on file)

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5. **Posting the Information on Public Website:** Not later than 30 days after the end of each calendar quarter, each federal agency, including the U.S. Department of Education, shall make the information in those reports publicly available by posting the information on the designated public website (Section 1512[d]). Grantees will not be required to post information on the public website unless they apply for and receive other ARRA grants directly from a federal government agency.

Once OMB adopts the final data reporting elements and TEA receives specific instructions for reporting, TEA will provide subsequent guidance to grantees related to required reporting information.

H. Electronic Drawdown of ARRA Funds from TEA and Use of FAR Fund Codes: Recipients will draw down ARRA funds on an award-specific basis. **Pooling of ARRA award funds with other funds for drawdown or other purposes is not permitted.** Recipients must account for each ARRA award separately by referencing the assigned FAR (Financial Accounting and Resource) fund code for each award.

I. Availability of Records: The applicant agrees to make all financial and programmatic records available in detail for inspection by TEA auditors, local independent auditors, and the offices described below.

1. **Examination of Records:** The Comptroller General of the United States and any of its employees, contractors, agents, representatives, or designees, may examine any records related to obligations and use by any state or local government of funds made available under ARRA. (Section 901[b]).
2. **Access of Government Accountability Office (GAO):** Each contract and each subcontract awarded using funds made available under ARRA shall provide that the Comptroller General of the United States and his representatives are authorized to examine any records of the contractor or any of its subcontractors, or any State or local agency administering such contract, that directly pertain to, and involve transactions relating to, the contract or subcontract and to interview any officer or employee of the contractor or any of its subcontractors, or of any State or local government agency administering the contract, regarding such transactions (Section 902).
3. **Reviews by Inspector General:** The inspector general of the U.S. Department of Education shall review, as appropriate, any concerns raised by the public about specific investments using funds made available in this Act. Any findings of such reviews shall be relayed immediately to the Secretary of Education. In addition, the findings of such reviews, along with any audits conducted by any inspector general of ARRA funds, shall be posted on the inspector general's website and linked to the [recovery.gov](http://www.recovery.gov) website, except that portions of reports may be redacted to the extent the portions would disclose information that is protected from public disclosure under sections 552 and 552a of Title 5, United States Code (Section 1514).
4. **Access of Offices of Inspector General to Certain Records and Employees:** With respect to each contract or grant awarded using ARRA funds, any representative of an Inspector General of the U.S. Department of Education or other appropriate federal agency is authorized to examine any records of the contractor or grantee, any of its subcontractors or subgrantees, or any State or local agency administering such contract, that pertain to, and involve transactions relating to, the contract, subcontract, grant, or subgrant, and to interview any officer or employee of the contractor, grantee, subgrantee, or agency regarding such transactions (Section 1515).
5. **Recovery Accountability and Transparency Board:** Section 1521 of the ARRA establishes the Recovery Accountability and Transparency Board to coordinate and conduct oversight of ARRA funds to prevent fraud, waste, and abuse. The Board shall submit "flash reports" on potential management and funding problems that require immediate attention; quarterly reports; and annual reports to the President and Congress, including the Committees on Appropriations of the Senate and House of Representatives, summarizing the findings on the use of ARRA funds. The Board may conduct its own independent audits and reviews of ARRA funds. All reports shall be made publicly available on the www.recovery.gov website established by the Board. See paragraphs J and K below with regard to reports of suspected fraud or abuse (Sections 1523 and 1524).

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>031-901</u> County-District No.
Texas Title I Priority Schools Grant		

6. **Recovery Independent Advisory Panel:** Section 1541 of the ARRA establishes the Recovery Independent Advisory Panel to make recommendations to the Recovery Accountability and Transparency Board on action the Board could take to prevent fraud, waste, and abuse relating to ARRA funds.

J. Disclosure of Fraud or Misconduct: Each grantee awarded funds made available under the ARRA shall promptly refer to the USDE Office of Inspector General any credible evidence that a principal, employee, agent, contractor, subrecipient, subcontractor, or other person has submitted a false claim under the False Claims Act or has committed a criminal or civil violation of laws pertaining to fraud, conflict of interest, bribery, gratuity, or similar misconduct involving those funds.

K. Protection for Whistleblowers: Section 1553 of the ARRA provides protection for State and local government and contractor whistleblowers. Any employee of any employer receiving ARRA funds may not be discharged, demoted, or otherwise discriminated against as a reprisal for disclosing, including a disclosure made in the ordinary course of an employee's duties, to the Recovery Accountability and Transparency Board, an inspector general, the U. S. Comptroller General, a member of Congress, a State or federal regulatory or law enforcement agency, a person with supervisory authority over the employee (or such other person working for the employer who has the authority to investigate, discover, or terminate misconduct), a court or grand jury, the head of a federal agency, or their representatives, information that the employee reasonably believes is evidence of (1) gross mismanagement of an agency contract or grant relating to ARRA funds; (2) a gross waste of ARRA funds; (3) a substantial and specific danger to public health or safety related to the implementation or use of ARRA funds; (4) an abuse of authority related to the implementation or use of ARRA funds; or (5) a violation of law, rule, or regulation related to an agency contract (including the competition for or negotiation of a contract), or grant, awarded or issued relating to ARRA funds. A person who believes that he or she has been subjected to a reprisal may submit a complaint regarding the reprisal to the inspector general for the appropriate federal agency (in most cases, the U.S. Department of Education).

L. Use of Funds: The grantee agrees to comply with the applicable federal cost principles in the obligation and expenditure of ARRA funds as identified in the General Provisions and Assurances as well as other limitations or restrictions and expenditures identified therein. The grantee also agrees to the following:

1. **Consolidation of ARRA Administrative Funds:** Due to the significant reporting requirements under ARRA, **it is not known at this time whether grantees may consolidate ARRA administrative funds with other NCLB consolidated administrative funds.** TEA will issue further guidance with regard to this provision once guidance is provided by the U.S. Department of Education. If ARRA funds are permitted to be consolidated with other NCLB consolidated administrative funds, grantees must still be able to report the types and number of jobs that were created or saved with ARRA funds.
2. **Combining ARRA funds on a Schoolwide Program.** ARRA funds are permitted to be used on a Title I Part A schoolwide Campus/Program, funds may be combined with other funding sources, but grantees still must be able to identify precisely the items of obligation and expenditure for ARRA reporting. You must also be able to report the types and number of jobs that were created or saved with ARRA funds.
3. **Special Contracting Provisions:** To the maximum extent possible, contracts funded under the ARRA shall be awarded as fixed-price contracts through the use of competitive procedures. A summary of any new contract awarded with ARRA funds that is not fixed-price and not awarded using competitive procedures shall be posted in a special section of the www.recovery.gov website established by the Recovery Accountability and Transparency Board (Section 1554).

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	031-901 County-District No.
Texas Title I Priority Schools Grant		

4. **Use of Funds for Certain Expenditures Prohibited:** ARRA funds shall not be used for any casino or other gambling establishment, aquarium, zoo, golf course, or swimming pool (Section 1604).
5. **Use of Funds for Construction Prohibited:** Unless specifically authorized in the applicable program statute, regulations, guidelines, Request for Application (RFA), TEA Standard Application System (SAS), the approved grant application, or other written authorization, none of the ARRA additional formula funds shall be used for construction, remodeling, or renovation.
6. **Buy American - Use of American Iron, Steel, and Manufactured Goods:** If construction is allowed and approved pursuant to the previous paragraph pertaining to "Use of Funds for Construction Prohibited", none of the funds may be used for the construction, alteration, maintenance, or repair of a public building or public work unless all of the iron, steel, and manufactured goods used in the project are produced in the United States unless waived by the Secretary of Education (Section 1605).
7. **Wage Rate Requirements for Contracted Laborers and Mechanics- Compliance with the Davis-Bacon Act:** Subject to further clarification issued by the Office of Management and Budget, and notwithstanding any other provision of law and in a manner consistent with other provisions of ARRA, all laborers and mechanics employed by contractors and subcontractors on projects funded directly by or assisted in whole or in part by and through the Federal Government pursuant to this award shall be paid wages at rates not less than those prevailing on projects of a character similar in the locality as determined by the Secretary of Labor in accordance with subchapter IV of chapter 31 of title 40, United States Code. With respect to the labor standards specified in this section, the Secretary of Labor shall have the authority and functions set forth in Reorganization Plan Numbered 14 of 1950 (64 Stat. 1267; 5 U.S.C. App.) and section 3145 of title 40, United States Code (Section 1606).

M. Compliance with OMB Circular A-133 Audits and Schedule of Expenditures of Federal Awards:
Grantees agree to separately identify the expenditures for each grant award funded under ARRA as required by Office of Management and Budget Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations" and to comply with all other provisions of the Single Audit Act and OMB Circular A-133.

The signing of Schedule #1 - General Information by applicant indicates acceptance of and compliance with all requirements described on this schedule

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For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Brownsville ISD	031-901
		LEA Name	County-District#
Hanna High School		001	
Campus Name		Campus Number	
		1	
9-Digit Vendor ID#		ESC Region	
	1		
by telephone/e-mail/FAX on _____ by _____ of TEA.		NOGA ID# (Assigned by TEA)	Date of Report

Texas Title I Priority Schools Grant

Tier III Model Selection and Description Report - TRANSFORMATION

Option 1 Timeline Due to TEA no later than August 31, 2010.
Option 2 Timeline Due to TEA no later than February 1, 2011.
May be submitted any time prior to deadline.

For each area, enter applicable information for the identified Critical Success Factor (CSF) and milestones from this table.

- 1 -- Improve Academic Performance
 - A. Data-driven instruction
 - B. Curriculum Alignment (both horizontal and vertical)
 - C. On-going Monitoring of Instruction
- 2 -- Increase the Use of Quality Data to Drive Instruction
 - A. Data Disaggregation /Training
 - B. Data-driven Decisions
 - C. On-going Communication
- 3 -- Increase Leadership Effectiveness
 - A. On-going Job Embedded Professional Development
 - B. Operational Flexibility
 - C. Resource/Data Utilization
- 4 -- Increase Learning Time
 - A. Flexible Scheduling
 - B. Instructionally-focused Calendar
 - C. Staff Collaborative Planning
- 5 -- Increase Parent/Community Involvement
 - A. Increased Opportunities for Input
 - B. Effective Communication
 - C. Accessible Community Services
- 6 -- Improve School Climate
 - A. Increased Attendance
 - B. Decreased Discipline Referrals
 - C. Increased Involvement in Extra/Co-Curricular Activities
- 7 -- Increase Teacher Quality
 - A. Locally Developed Appraisal Instruments
 - B. On-going Job Embedded Professional Development
 - C. Recruitment/Retention Strategies

Part 1: Identified Needs

List the local needs identified in each Milestone to be addressed by the Intervention Model selected as it relates to the Critical Success Factors (CSF).

1. Improve Academic Performance

Milestones	A	1. Teachers will be trained in the use of data to inform instructional decisions 2. Teachers and administrators will participate in data review training such Eduphoria, Compass, Margaret Kilgo, etc.
	B	1. Teachers will participate in Summer Curriculum Camps for aligning course curriculums in the four core areas and preparing formative assessments aligned to the curriculums 2. Each four core subject area will have an aligned instructional timeline that all teachers will

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		follow and aligned assessments
	C	<p>1. SEA teachers will participate in Data Review Sessions (DRS) at the end of each six weeks period to evaluate student progress in core subjects as per aligned six weeks assessments and to adjust the course instructional timelines as needed</p> <p>2. All SEA teachers will have a common planning period for monitoring curriculum effectiveness and student progress</p> <p>3. SEA Team leaders in grades 9 and 10 will meet 3 hours each week to monitor student grades, attendance and discipline and plan interventions</p>
2. Increase the Use of Quality Data to Drive Instruction		
Milestones	A	Teachers and administrators will participate in data review training such Eduphoria, Compass, Margaret Kilgo, etc.
	B	Sea Teachers will analyze aligned six weeks assessments to monitor the effectiveness of the instructional program, to identify strengths and weaknesses in the curriculum and adjust as needed, to identify students who will require immediate intervention, and to select the parents who must participate in one-on-one Parent Conferences.
	C	SEA teams will have a common planning period to promote on-going evaluation of student progress, instructional effectiveness, and to share successful teaching strategies
3. Increase Leadership Effectiveness		
Milestones	A	Administrators and SEA teachers will participate in leadership training sessions such as provided by SIRC, Dana Institute, Texas Turnaround Leadership Academy and Region I
	B	Zero-period, afterschool, Saturday Academies and Summer Bridge programs will be available to all students
	C	SEA teams will utilize the Early Warning System to monitor attendance, review student grades, and review testing information to plan Saturday Academies, organize meetings and coordinate team activities
4. Increase Learning Time		
Milestones	A	SEA teams will be grouped into small learning communities which will result in more effective use of the instructional period
	B	Zero-period, afterschool, Saturday Academies and Summer Bridge programs will be available to all students
	C	SEA teams will meet during their common planning period to collaborate instruction planning, identify students who are not making adequate progress, and to initiate immediate interventions on their behalf
5. Increase Parent / Community Involvement		
Milestones	A	SEA teams will hold parent conferences each six weeks with parents whose children are not making adequate progress as per aligned six weeks assessments, have excessive discipline referrals, and attendance problems
	B	SEA teams will hold monthly parent involvement meetings and create and distribute newsletters to inform parents of tutorials, academic successes, attendance incentives and resources available to all parents
	C	SEA teams will provide school-based educational opportunities for parents and community members such as adult literacy courses, job skills and family counseling opportunities
6. Improve School Climate		
Milestones	A	<p>Each SEA team will plan educational attendance incentives each six weeks period for all students who have perfect attendance. Incentive trips will be carefully aligned to educational objectives each six weeks.</p> <p>SEA team leaders will meet to monitor attendance weekly using the Early Warning System</p>

AN

	B	SEA team leaders will meet to monitor discipline referrals weekly using the Early Warning System
	C	All SEA students will be required to enroll in at least one extra curricular activity and/or club
7. Increase Teacher Quality		
Milestones	A	SEA leadership teams will redesign the classroom observation tool to link data on instructional practices to student achievement
	B	Sea teachers will participate in job-embedded professional development training related to leadership, time management, cooperative learning, writing across the curriculum, science and math best practices, and using data to drive instruction
	C	SEA teachers who have an 85% passing rate on the state assessment will receive a \$2,000 incentive. Teacher whose students are not making adequate progress, will be provided ample opportunities to improve, failure to improve will result in removal.
Other Identified Needs (not listed above)		
	A	
	B	

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Part 2: Budget by Identified Needs	
Enter the percent of the "Total Grant Funds" budgeted for each of the following categories.	
Improve Academic Performance	25%
Increase the Use of Quality Date to Drive Instruction	15%
Increase Leadership Effectiveness	10%
Increase Learning Time	15%
Increase Parent / Community Involvement	10%
Improve School Climate	13%
Increase Teacher Quality	10%
Other Remaining Costs	2%
Enter the percent of the State or Local Funds budgeted for each of the following categories in support of this grant program. Note: Matching State or Local Funds are not required. If none, enter "0" on each line.	
Improve Academic Performance	25%
Increase the Use of Quality Date to Drive Instruction	10%
Increase Leadership Effectiveness	4%
Increase Learning Time	6%
Increase Parent / Community Involvement	2%
Improve School Climate	0%
Increase Teacher Quality	6%
Other Remaining Costs	0%

Part 3: Intervention Model
<input checked="" type="checkbox"/> Tier III Modified Transformation
<input checked="" type="checkbox"/> TEA Approved Model with technical assistance provided by the School Improvement Resource Center
<input type="checkbox"/> The LEA will implement its own intervention design, within the parameters required by the final regulations released by USDE
Intervention Description –Describe the intervention model selected and how it will be implemented consistent with the final regulations released by USDE for this grant program. Include all major activities of the model.
Responses are limited to <i>eight pages</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana).
Complete the appropriate model pages below.

Part 3: Intervention Description – TIER III TRANSFORMATION MODEL

Describe how the LEA/campus has/will address each of the following requirements of the model.

I. Develop and increase teacher and school leader effectiveness.

- A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be kept on the campus, or be provided leadership coaching or training**

The LEA has determined that the Hanna High School principal has made significant improvement, during her 3 years, leading to a Recognized rating in 2010 as well as meeting AYP standards and will therefore be retained.

- B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;**

The campus will use the redigned classroom observation tool to identify teachers who will be eligible to receive a \$2,000 performance based incentive. This incentive will be based on an 85% passing rate, or better, on the state assessments for all student groups.

- C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and**

SEA teachers will participate in job-embedded professional development training related to leadership, time management, cooperative learning, writing across the curriculum, science and math best practices, and using data to drive instruction

- D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals that—**

- o **takes into account data on student growth as a factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and**
- o **is designed and developed with teacher and principal involvement;**

SEA teachers whose evaluation indicates that their students were successful will not only receive the \$2,000 incentive but will also be invited to participate in the Summer Curriculum Camps and Summer Planning Academies. Teacher whose students are not making adequate progress, will be provided ample opportunities to improve, failure to improve will result in removal.

II. Comprehensive instructional reform strategies.

- A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and**

Core subject curriculum will be aligned horizontally, vertically and to the State academic standards. The curricula will be evaluated each six weeks during Data Review Sessions for effectiveness and adjustments will be made as needed. In addition, Summer Curriculum Camps will be held to review test data and to adjust curriculum timelines as per data results.

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B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

The Early Warning System will be used to monitor formative assessments on a weekly basis. Interim data will be obtained through the use of aligned six weeks benchmarks and used to design interventions for students not making adequate progress. Summative data, (i.e., TAKS results), will be used to adjust our curriculum during the Summer Curriculum Campus.

III. Increase learning time and create community-oriented schools.

A. Establish schedules and strategies that provide increased learning time (as defined below);

*Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects. Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School." *Child Development*. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in school and out of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. "When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program." *Educational Evaluation and Policy Analysis*, Vol. 29 (4), December 2007, Document No. PP07-121.) http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296*

SEA teams will be grouped into small learning communities which will result in more effective use of the instructional periods. In addition, SEA teams will meet during their common planning period to collaborate instruction planning, identify students who are not making adequate progress, and to initiate immediate interventions on their behalf. Also, zero-period, afterschool, Saturday Academies and Summer Bridge programs will be available to all students for the purpose of regaining credits and/or enrichment.

B. Provide ongoing mechanisms for family and community engagement.

SEA teams will hold parent conferences each six weeks with parents whose children are not making adequate progress as per aligned six weeks assessments, have excessive discipline referrals, and attendance problems. SEA teams will also hold monthly parent involvement meetings and create and distribute newsletters to inform parents of tutorials, academic successes, attendance incentives and resources available to all parents. In addition, SEA teams will provide school-based educational opportunities for parents and community members such as adult literacy courses, job skills and family counseling opportunities

IV. Provide operational flexibility and sustained support.

A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;

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Brownsville ISD will give Hanna High School sufficient operational flexibility in the areas of staffing, budgeting, etc, to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduations rates.

- B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).**

Brownsville ISD ensures that Hanna High School receives ongoing, intensive technical assistance and related support from BISD, TEA, and SIRC.

The LEA/campus may also implement other strategies within the four components. Describe any other strategies to be implemented. Enter "N/A" if a particular optional strategy is not to be implemented.

I. Develop and increase teacher and school leader effectiveness.

- A. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school**

NA

- B. Institute a system for measuring changes in instructional practices resulting from professional development;**

SEA leadership teams will redesign the classroom observation tool to link data on instructional practices to student achievement

- C. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.**

Brownsville ISD ensures that Hanna High School is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

II. Comprehensive instructional reform strategies.

- A. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;**

SEA teachers will participate in Data Review Sessions (DRS) at the end of each six weeks period to evaluate student progress in core subjects as per aligned six weeks assessments and to adjust the course instructional timelines as needed

- B. Implement a schoolwide "response-to-intervention" model;**

SEA team leaders will meet to monitor discipline referrals weekly using the Early Warning System

- C. Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;**

SEA teachers will increase academic achievement of special population students by implementing a hands-on interactive intervention model.

- D. Use and integrate technology-based supports and interventions as part of the instructional program;**

Teachers will incorporate the use of iPADS, Translator Pens, Instruction-CPS Response Systems, Inter-write Pads, Graphing Calculators, etc. to improve the delivery of instruction.

E. In secondary schools--

- i. Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;**

Campus will create a college preparation center in which students will be assisted in meeting college entrance requirements. In addition, students will be given the opportunity to attend Summer School for course retrieval or course enrichment.

- ii. Improve student transition from middle to high school through summer transition programs or freshman academies;**

The campus will offer a Summer Orientation Camp for incoming freshmen to facilitate the successful transition for middle school to high school.

- iii. Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills;**

Hire an additional Community in Schools representative to assist with socio-emotional issues that may impede student progress toward graduation

- iv. Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.**

The Early Warning System will be used to monitor formative assessments on a weekly basis. Interim data will be obtained through the use of aligned six weeks benchmarks and used to design interventions for students not making adequate progress. Summative data, (ie., TAKS results), will be used to adjust our curriculum during the Summer Curriculum Campus.

III. Increase learning time and create community-oriented schools.

- A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;**

SEA teams will provide school-based educational opportunities for parents and community members such as adult literacy courses, job skills and family counseling opportunities

- B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;**

The campus will offer an advisory/mentoring period for all students.

- C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment;**

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The campus will host a series of presentations on common teen issues such as bullying, conflict resolutions, tolerance, character building, study skills, etc.

Expand the school program to offer full-day kindergarten or pre-kindergarten.

NA

IV. Provide operational flexibility and sustained support.

A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA;

Hanna High School will run under the Transformation Model, therefore no new governance is needed.

B. Implement a per-pupil school-based budget formula that is weighted based on student needs.

Brownsville ISD will continue to allocate funds based on a per-pupil school-based budget formula that is weighted based on student needs.

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Part 4: Activity Timeline – Describe the timeline delineating the steps the campus will take to implement the selected intervention model and additional improvement activities chosen.

Critical Success Factor	Milestone	Improvement Activity	Begin Date MM / YY	End Date MM / YY
1	A	Teachers will be trained in the use of data to inform instructional decisions Teachers and administrators will participate in data review training such Eduphoria, Compass, Margaret Kilgo, etc.	08/2010	<i>E</i> <i>06</i> 08/2013
	B	Teachers will participate in Summer Curriculum Camps for aligning course curriculums in the four core areas and preparing formative assessments aligned to the curriculums Each four core subject area will have an aligned instructional timeline that all teachers will follow and aligned assessments	08/2011	<i>E</i> <i>06</i> 08/2013
	C	SEA teachers will participate in Data Review Sessions (DRS) at the end of each six weeks period to evaluate student progress in core subjects as per aligned six weeks assessments and to adjust the course instructional timelines as needed All SEA teachers will have a common planning period for monitoring curriculum effectiveness and student progress SEA Team leaders in grades 9 and 10 will meet 3 hours each week to monitor student grades, attendance and discipline and plan interventions	09/2010	05/2013
2	A	Teachers and administrators will participate in data review training such Eduphoria, Compass, Margaret Kilgo, etc.	09/2010	08/2012
	B	Sea Teachers will analyze aligned six weeks assessments to monitor the effectiveness of the instructional program, to identify strengths and weaknesses in the curriculum and adjust as needed, to identify students who will require immediate intervention, and to select the parents who must participate in one-on-one Parent Conferences.	09/2010	05/2013
	C	SEA teams will have a common planning period to promote on-going evaluation of student progress, instructional effectiveness, and to share successful teaching strategies	09/2010	05/2013
3	A	Administrators and SEA teachers will participate in leadership training sessions such as provided by SIRC, Dana Institute, Texas Turnaround Leadership Academy and Region I	11/2010	05/2013
	B	Zero-period, afterschool, Saturday Academies and Summer Bridge programs will be available to all students	09/2010	05/2013
	C	SEA teams will utilize the Early Warning System to monitor attendance, review student grades, and review testing information to plan Saturday Academies, organize meetings and coordinate team activities	09/2010	05/2013
4	A	SEA teams will be grouped into small learning communities which will result in more effective use of the instructional period	08/2010	05/2013
	B	Zero-period, afterschool, Saturday Academies and Summer Bridge programs will be available to all students	08/2010	05/2013

	C	SEA teams will meet during their common planning period to collaborate instruction planning, identify students who are not making adequate progress, and to initiate immediate interventions on their behalf	08/2010	05/2013
5	A	SEA teams will hold parent conferences each six weeks with parents whose children are not making adequate progress as per aligned six weeks assessments, have excessive discipline referrals, and attendance problems	10/2010	05/2013
	B	SEA teams will hold monthly parent involvement meetings and create and distribute newsletters to inform parents of tutorials, academic successes, attendance incentives and resources available to all parents	10/2013	05/2013
	C	SEA teams will provide school-based educational opportunities for parents and community members such as adult literacy courses, job skills and family counseling opportunities	10/2013	05/2013
6	A	Each SEA team will plan educational attendance incentives each six weeks period for all students who have perfect attendance Incentive trips will be carefully aligned to educational objectives each six weeks. SEA team leaders will meet to monitor attendance weekly using the Early Warning System	08/2010	05/2013
	B	SEA team leaders will meet to monitor discipline referrals weekly using the Early Warning System	08/2010	05/2013
	C	All SEA students will be required to enroll in at least one extra curricular activity and/or club	09/2010	05/2013
7	A	SEA leadership teams will redesign the classroom observation tool to link data on instructional practices to student achievement	01/2011	05/2013
	B	SEA teachers will participate in job-embedded professional development training related to leadership, time management, cooperative learning, writing across the curriculum, science and math best practices, and using data to drive instruction	11/2010	05/2013
	C	SEA teachers who have an 85% passing rate on the state assessment will receive a \$2,000 incentive	6/2011	6/2013

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.