

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Brownsville ISD Organization Name	031-901 County-District#
		J.T. Canales Elementary Campus Name	101 Campus Number
		74-6000418 9-Digit Vendor ID#	Region 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

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

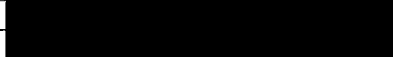
An X in the "New Application" column indicates those schedules that **must** be submitted as part of the application. The applicant must place an X in this column for each additional schedule submitted to complete the application. For amendments, the applicant must place an X in the Amendment Application 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5D	Supplies and Materials 6300	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5E	Other Operating Costs 6400	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	<input checked="" type="checkbox"/>	<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	<input type="checkbox"/>	<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	 6/1/10

Only the legally responsible party may sign this application.

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.

82 JUN 3 2010

701-10-112-181

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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.			
Proof of Nonprofit Status			
1 <input type="checkbox"/>	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.)		
Assurance of Financial Stability			
2 <input checked="" type="checkbox"/>	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.		
Assurance of Submittal of Reviewer Information Form			
3 <input checked="" type="checkbox"/>	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.)		

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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
1900 E. Price Road				Brownsville	TX
U.S. Congressional District Number		Primary DUNS Number		Central Contractor Registration (CCR) CAGE Code	NCES Identification Number
TX-027		030917579		4XT71	4811680
Campus Name				County-District Campus Number	
J.T. Canales Elementary				031-901-XXX	
Mailing Address Line – 1		Mailing Address Line – 2		City	State
1811 International Blvd.				Brownsville	TX
Applicant Contacts					
Primary Contact					
First Name		Initial		Last Name	Title
Debbie				Alford	Principal
Telephone		Fax		Email	
(956)698-2875		(956)548-8912		dalford@bisd.us	
Mailing Address Line – 1		Mailing Address Line – 2		City	State
1811 International Blvd.				Brownsville	TX
Secondary Contact					
First Name		Initial		Last Name	Title
Julie				Garcia	Instructional Facilitator
Telephone		Fax		E-mail	
(956)554-2877		(956)548-8912		jsgarcia@bisd.us	
Mailing Address Line – 1		Mailing Address Line – 2		City	State
1811 International Blvd.				Brownsville	TX

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

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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Texas Title I Priority Schools Grant		
Schedule #4—Program Summary and Application Requirements		
Part 1: Grant Program Information;		
Summary of Program: Purpose and Goals		
<p>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.</p> <p>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").</p> <p>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.</p>		
Allowable Activities		
<p>Tier I and Tier II Grantees</p> <ul style="list-style-type: none"> ■ 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. <p>Tier III Grantees</p> <ul style="list-style-type: none"> ■ 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. <p>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.</p> <p>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.</p>		

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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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Part 2: Statutory Requirements			
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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"> 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; 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"> Screen all existing staff and rehire no more than 50 percent; and Select new staff. 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; 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; 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; 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; 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; Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and Provide appropriate social-emotional and community-oriented services and supports for students. 	Program Assurances	

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Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
18	If the LEA/campus selects to implement the turnaround model , the campus may implement the following federal requirements. 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	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.	Program Assurances	
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.	Program Assurances	
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	Program Assurances	

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21	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 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).	Program Assurances	
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.	Program Assurances	

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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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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. <ul 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: <ul 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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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	If the LEA/Tier III campus selects to implement the transformation model , the campus assures That it will it implement the following federal requirements. <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 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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10	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.		
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.		

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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		
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		
<input type="checkbox"/> Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input checked="" type="checkbox"/> Tier III Eligible Campus		
Identify which timeline the LEA/Campus the applicant will implement.		
<input checked="" type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input type="checkbox"/> 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).		
<p>Our campus is comprised of 97% low socio-economic students. The campus qualified as a Title III campus based on the lowest 20% state achievement results. Our 3rd-5th grade English Language Learner students performed lower than the overall campus percentage in the 2009 state assessment scores. Based on the AEIS results, the subpopulation of students are in need of programs that can provide an extension to their academic curriculum and enrichment of extracurricular activities. According to the 2009 TAKS scores, grades 3-5 need improvement in the following objectives: third grade Bilingual populations in Reading/ELA scored 68% in Objective 2 and 60% in Math Objective 6; 4th grade Bilingual populations scored 67% in Reading/ELA Objective 2 and 69% in Objective 3, 80% in Writing Objective 3, and scored 63% in Math Objective 6; 5th grade Bilingual students scored 54% in Reading/ELA Objective 1, 62% in Objective 2, 58% in Objective 3, and 57% in Objective 4; 66% in Math Objective 2, 74% in Objective 3, 70% in Objective 4; 74% in Science Objective 2 and 64% in Objective 4.</p> <p>A survey was completed by all campus community stakeholders in order to measure the needs of our students, staff, and parents of the campus community. The faculty completed a survey on April 19th, parents were surveyed on May 3rd, and the student council was surveyed on behalf of the student population on May 6th. Based on these surveys the campus committees created student clubs and activities in order to obtain a well-rounded campus program under the name of Bulldog Pride, a name chosen on behalf of the campus mascot. The Bulldog Pride Program will ensure that all students have access to rigorous, standards-based instructional programs during the morning and after school. The student activities will be selected based on student individual needs and will include extracurricular and academic enrichment programs. These activities will be student-centered activities (SCAs) to differentiate Reading, Math, Science, and Writing instruction for elementary students (Kosanovich Weinstein, & Goldman, 2009). Students will attend morning advisory periods which consist of extracurricular activities from 7:30-8:00. Twice a week during the afternoons the students will be provided with an extension to the day from 3:30-5:00 in order to provide academic enrichment programs based on their academic needs.</p> <p>Parents will be given opportunities to attend afternoon extended day programs that will be offered daily from 3:30-5:00 and will include continuing and campus-based parental educational services. These parent/family programs will enrich their basic technology skills, English language proficiency, and general education development (GED).</p> <p>A full-time social worker will be contracted to be homed at the campus throughout the school year in order to provide parent and student services that will assist them with social and behavioral interventions.</p> <p>The students will continually be assessed in order to obtain data that will be used to make instructional decisions and determine appropriate practices and grouping patterns. The campus will conduct quality evaluations regularly, including data collected from all stakeholders, to determine strengths and weaknesses of services being provided by the extended day program in order to create a continuous cycle of improvement. Teachers, administrators, and the grant director will meet bi-weekly to discuss and monitor the individual student learning and growth to ensure the effectiveness of student instruction and alter the program curriculum as needed.</p> <p>Teachers will receive job-embedded professional development which is consistent to program policies and teacher capacity. The professional development will be linked to the school and district vision, mission, and improvement goals. (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009). Funding will be set aside for teachers to attend professional development that is in accordance to pedagogical knowledge and theory. Teachers will visit campuses which have met the Exemplary status and are using academic Best Practices, receive academic training on strategies, or attend state conferences.</p> <p>In order to promote climate and teacher retention, the campus staff will be granted incentives when state achievement scores for English Language Learners have increased by 2% according to the 2011 TAKS results. A Teacher Wellness program will also be added in order to create a healthy, physical and mental state of mind. This will assist teachers within the program to have an open-minded, creative, and a positive attitude. Staff attendance will be encouraged by providing stipends that will be honored after each school year semester (January and June of 2011). The district's BIO TECH System and attendance reports will be used to determine which staff members will be receiving the stipend.</p>		

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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	80	103	119	107	109	97	100								715
Open-Enrollment Charter School															0
Total Students:	80	103	119	107	109	97	100	0	0	0	0	0	0	0	715
Total Instructional Staff													55		
Total Support Staff													37		
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	Data Disaggregated by Ethnicity, Economic Status, Grade Level, Subgroup														
2	2007, 2008, 2009 AEIS Reports														
3	TAKS Campus Summary Report Analysis by Objective														
4	Subgroup TAKS scores by Subject Area and Objective														
5	TAKS A, TAKS M, and TAKS Alt scores disaggregated by Campus, Teachers, Subject Area, and Objective														
6	Teacher Classroom TAKS scores disaggregated by Subject Area														
7	Student Attendance Rates by Subgroup														
8	Teacher Attendance Rate														
9	Student Retention Rate by Grade Level														
10	Campus Survey School Climate and Leadership														

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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.		
<p>The Brownsville ISD gave J.T. Canales the empowerment to make decisions and create a process by which all the campus community would be involved in the set up of our campus project. In order to establish a well-rounded campus community that will identify the needs of our campus, J.T. Canales has used multiple sources of data in order to plan and make decisions that will ensure academic success for all student populations. A faculty meeting was held on April 16, 2010. During this meeting committees were formed and chairpersons were selected to create a well-rounded representation of a school community. The following committees were formed: Teacher Wellness, Parental Programs, Teacher Professional Development, Technology, Teacher Initiatives, and Other Ideas. The committees received a calendar provided by the campus principal so that they would continue to plan and meet to discuss the needs of the students, staff, and parents of the community.</p> <p>The committees met on April 19th and both classified and certified staff completed a campus needs assessment survey. There were a total of 54 campus needs assessment surveys distributed and a total of 98% were collected from the staff. The needs assessment campus survey indicated that Language Arts and Science each had the most need of improvement in the academic areas. According to the results 43% of the staff feels that Science needs the most improvement and 35% in Language Arts. The staff feels that Bloom's Taxonomy plays an important part of the students understanding of academic instruction by 54% strongly in agreement. Staff stated that computer software and technology would enhance the academic areas. Technology plays an important role in the campus classroom instruction with 56% strongly in agreement. 50% of the staff also felt that there is a need of after school programs, 74% of the staff chose to have student extracurricular, 48% are in agreement that extracurricular should be part of their daily schedule. Also, the campus needs assessment survey indicated that Music is an important part of learning for students with a rate of 59% in agreement.</p> <p>According to the 2009 TAKS scores, grades 3-5 need improvement in the following objectives: third grade Bilingual populations in Reading/ELA scored 68% in Objective 2 and 60% in Math Objective 6; 4th grade Bilingual populations scored 67% in Reading/ELA Objective 2 and 69% in Objective 3, 80% in Writing Objective 3, and scored 63% in Math Objective 6; 5th grade Bilingual students scored 54% in Reading/ELA Objective 1, 62% in Objective 2, 58% in Objective 3, and 57% in Objective 4; 66% in Math Objective 2, 74% in Objective 3, 70% in Objective 4; 74% in Science Objective 2 and 64% in Objective 4.</p> <p>The survey also included that the professional development workshops needed to be improved and include training in the areas of TEKS, students' needs, Science, Reading, Math, Writing, and Technology. The district provides staff development at the beginning of the school and throughout the regular school year for new teachers, updated materials, and district-campus initiatives, however, the staff feels that the professional development being provided is insufficient to make the gains necessary in the academic areas at our campus.</p> <p>Staff morale was rated as average by 48% of the staff and student morale by 65%. Campus staff attendance needs to improve; therefore there will be monetary incentives to encourage a higher attendance rate amongst all staff members. All certified will receive \$750.00 per semester and classified will receive \$375.00 per semester paid in January and June of the 2010-2011 school year. The Substitute Employment Management System (SEMS) along with an attendance monitoring system, (BIOTECH).</p> <p>Another area that the staff decided would be an important part of the campus community would be parental involvement programs that would target computer basic skills, English as a Second Language, and General Education Development. A full-time social worker would be able to provide services to the parent and students during the day to help provide interventions in social and behavioral areas.</p> <p>The campus staff continued to meet and discuss the activities and resources that would be required to create a well-rounded community programs under the name of Bulldog Pride Project; a name created by our school mascot. The committees completed a template that included the activity, cost, resources required, and persons responsible for such activities. Clubs with creative names such as the Breakfast Club for morning advisory periods and Library Café for the afternoon library time were also discussed. The other academic clubs will also have motivational names to encourage students to attend these activities before or after the school day.</p> <p>A letter was sent home to the parents on May 3rd to inform the parents about the activities that would be provided to their children and to include any extra information, concern, or comments about the program. The campus received 85% of the parent surveys and the results demonstrated that the parents were in agreement for the grant that the campus is applying for to make these activities possible for their children. The student council was surveyed on behalf of the student population and they were excited about all the activities that would part of their school. Our campus has made all the stakeholders aware and involved them as much as possible in order to make the implementation of this project a successful Intervention Model for all the staff, students, and parents of the community.</p> <p>Faulk Middle School is the feeder campus for our 5th grade students. The principal, Mr. Mario Rodriguez has visited and been a spokesperson for our 5th grade students during our TAKS rallies. He is well aware of the student populations because he is part of the neighboring community. The 5th grade students visit every May so that they can become aware of their expectations and familiarize themselves with the middle school system. Together our campus and Faulk Middle School have created a partnership to ensure the success of our students with much collaboration from both sides.</p>		

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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	Brett Springston, Brownsville School District Superintendent		
2	Debbie Alford, Campus Principal		
3	Mary Tolman, Central Office Administration		
4	Julie Garcia, Facilitator; Ernesto X. Tamez, Assistant Principal		
5	Yesenia Cortez, Elsa Gonzalez, Angeles Perez, Elsa S. Sosa, Michelle G. Vidal, Grant Teachers		
6	Rosa Sierra, Maria Arevalo, Nelda Lopez, Carmen Garcia, Nidia Latigo, Michelle Vidal, Emilio Figueroa, Connie Sue Pinkerton, Mike Yniesta, Elsa Sosa, Daniel Villelida (student), Socorro Castillo, Julie Garcia, Debbie Alford (SBDM) Site Based Decision Making Committee		
7	María Mendoza, Diana Manríquez, Marinel Sandate, Adriana Villarreal, Vanessa Medina, Elsa González, Ricardo Rivera, Grade Level Lead Teachers		
8	Socorro Castillo, Parent		
9	David Merrill, Wells Fargo Branch Manager/Financial Advisor / Community Member		
10	Cristina Barrientes, Language Arts Specialist, Greg García, Science Specialist, Ceci Avedaño, Math Specialist		

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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.		
<p>BISD has the capacity to utilize grant funds to assist us in meeting the needs of our students. Our teachers are lacking in adequate support and training regarding meeting the needs of ELL's. Our central office can support us in this effort by bringing in trainers and refreshing our teachers regarding the bilingual program which follows the transitional model. Teachers need training in Best Practices for this particular group of students. Different trainers can be brought in to train all of the seven grade levels which have their own challenges due to the particular needs of the grade level. BISD can utilize a district institute to collaborate with our teachers and set data driven goals. They have the capacity to bring in the best of the best to help all of our teachers become master teachers. BISD also has the capability of setting up a district wide administrative leadership institute. This institute could partner up successful principals with new and unsuccessful principals to provide a mentoring atmosphere where we all feel empowered with knowledge and support. BISD can also bring in trainers to lead the administrator cohort.</p> <p>The assigned Elementary Curriculum and Instruction Administrator, Mrs. Bea Garcia, will provide leadership and support to campus teachers and administrators to ensure student success through district initiatives. Curriculum and instruction assistance will be attained through the District's Curriculum Specialists Dr. Greg Garcia, Mrs. Ceci Avendano, and Mrs. Cristina Barrientos. The specialists will model lessons, do walkthroughs, meet with the teachers for collaborative planning and/or as per individual need, and help with the disaggregation of data and training.</p> <p>Dr. Greg Garcia, District Science Specialist, will ensure that teachers implement inquiry-centered CSCOPE instruction. Dr. Garcia will assist in providing the necessary resources for teachers to conduct field and laboratory investigations for at least 50% of their instructional time as mandated by our state standards. He will collaborate with other specialists to provide professional development to experienced and new teachers in regards to TEKS, CSCOPE, StarLab, Questioning Techniques, Lab Safety Procedures, and Campus and District Science Fair procedures. Dr. Greg Garcia will meet with the Campus Facilitator and teachers to assist in disaggregating data from district benchmarks and state assessments in order to identify specific student needs and target instruction for subgroups, including ELL's, Special Education, Gifted and Talented, and At Risk students.</p> <p>Mrs. Cecilia Avendano, District Math Specialist, will ensure that teachers implement an integrated challenging, standards based, inquiry centered math curriculum based on CSCOPE, Math the TEKS Way (PK), and the CIRCLE program (PK). Mrs. Avendano will assist in providing professional development for administrators and teachers that supports understanding the CSCOPE curriculum and Envision textbook. She will provide teachers with the necessary resources and assist in disaggregating data in order to provide research based strategies to increase student achievement in Math.</p> <p>Mrs. Cristina Barrientos, District Language Arts Specialist, will assist in the adequate implementation of the Districts CSCOPE Language Arts Curriculum in order to attain student mastery in reading and writing the English language. Mrs. Barrientos will assist in providing crucial resources and staff development to administrators and teachers. This will help increase teachers capacity to provide interventions and support to our struggling students through research based activities.</p> <p>Other resources and related services that will address students' needs will be through the Bilingual Education Department. District Bilingual Specialists under the supervision of Mrs. Maria V. Gonzalez, will assist campus administrators and teachers in adequately implementing the districts Transitional Bilingual Program in order for our ELL population to master English language skills. The specialists will ensure teachers are provided with the necessary staff development, software, and supplemental resources that will enable our English Language Learners to reach their full potential and build self confidence which will eventually reflect on standard assessments. In addition, the district specialist will assist in the proper implementation of the district's research- based Bilingual Transitional Program in order to provide an equal educational opportunity to our English Language Learners.</p>		

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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.		
<p>Our campus principal presented the grant to the faculty, the school intervention model, and the need for campus planning committees to disaggregate campus data and to review the needs assessment. On April 16, 2010 committees were formed and chair persons were selected to reach our goal and objectives to meet the needs of the ELL population. The committees that were formed are as follows: Teacher Wellness, Chair Liza Parker, Parent Programs, Chair Olga Pena, Conferences, Chair Gloria Palacios, Technology, Chair Yesenia Cortez, Teacher Initiatives, Chair Miriam Garza and Diana Manriquez, Other Ideas, Chair Angeles Perez. Tier III Grant Committee was scheduled to meet from 3:30 pm to 4:45pm. Meeting dates were Monday April 19, Friday April 23, Monday April 26, Thursday April 29, Monday May 3, and Tuesday May 4, 2010. The goals of the meetings were for the committees to come up with ideas that would enrich and benefit the success of the ELL students. On Monday April 19 all campus personnel were surveyed with the need assessment. These comprehensive needs assessment survey helped administration, certified, and classified personnel understand the needs of our campus and to better serve the students, parents, and faculty of J.T. Canales Elementary. The comprehensive needs assessment had the following results. Most need for improvement language arts 35% and science 43%. State mandated test voted for yes 100%. Curriculum aligned with the districts/states standards voted yes 90%. Teachers who voted for a needs of after school programs 50%. Extracurricular activities voted yes 74%. Rating teacher morale at our campus average 48%. Rate students' morale at our campus teachers who voted average 65%. Does technology play an important role in your instructional practices voted for strongly agree 56%. Differentiated instruction Bloom's Taxonomy higher levels, teachers who strongly agreed 54%. Setting high expectations in our classroom teachers who voted yes 85%. Professional development workshops attended relate to the curriculum at our campus, teachers who strongly agreed 57%. Professional development needs to improve based on students needs, TEKS other teacher strategies in reading, math, science, writing, and technology. How can your campus support teacher retention, teachers work, respect, value teacher opinions, accept teacher diversity and teaching styles, teacher support, necessary materials and resources, incentives, planning time and improving school climate. Special needs populations being given the same opportunities as their peers for success, teachers who strongly agree 56%. Music programs enhances student success strongly agree 59%. PE program enhances students' success strongly agree 35% agree 52%. Technology program enhances students' success, strongly agree 57%, and agree 41%. Extracurricular activities at our campus (chess, DI, UIL, Drill Team, Ballroom, enhances student success) strongly agree 48% agree 48%. Programs that enhance reading instructions require centers at all grade levels, Reading Club, AR, Tutorials, Music Technology and Reading Marathons. Programs that enhance Science instruction would be Field trips, hands-on activities, computer programs, Equipment, Science Projects, and Saturday Science Academies. Programs that would enhance Math instructions would be computer software, math clubs, music-math, math in-services to correlate CSCOPE and websites, and the use of technology. Other programs would be Basic skill computers, art classes, journalism, Art classes, Theater Arts, yearbook and in-services for teacher to share ideas. Other suggestions were a suggestion box, faculty movie night, talent shows, make and takes, mini gym and extended lunch time. A letter was sent home on May 3, to inform the parents about the different activities that will be used to ensure academic success. The purpose of this letter was also to gather parent input and ideas. Parents stated whether they agreed or disagreed with the grant opportunities. On May 6, a Student Council survey represented the student population with activities and feedback that students would like participate in to become successful in their learning environment. J.T. Canales had consulted with all relevant stakeholders regarding this application and proposed implementation of the school intervention model.</p> <p>The Brownsville Independent School District consulted with all relevant stakeholders regarding this application and the proposed implementation of the school intervention model: Tier 3 Modified Transformation. The BISD Board of Trustees was presented with the parameters of the grant, the qualifying criteria, and the Tier 3 Modified Transformation Model. This occurred at the regular Board Meeting of April 20th 2010. BISD Board Meetings are all televised live via the BISD KBSD Television Station, Cable 17. Additionally, Board Meeting reruns are aired every Saturday, Sunday, and Monday evening at 7:00 pm. This means that all community viewers with cable viewing access have been exposed to the information. Also on Monday, April 19th, the grant eligibility, parameters, and model were discussed with the District's Educational Improvement Council. This body is 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 the 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 feeder middle schools, and the 7-10 elementary schools feeding into each of those middle schools, the entire Brownsville community has had the opportunity to provide input and learn and 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 May 12th morning coffee covered schools in the west section of the school district's borders. These Superintendent's Coffee events are conducted in both English and Spanish in accordance with the needs of the District's clientele. Therefore, all district-level stakeholders discussed above have heartily endorsed the grant opportunity. All stakeholders concur that the BISD grants be submitted as Tier 3 Modified Transformation with no need to remove principals.</p>		

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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.		
<p>Brownsville Independent School District's policies and procedures are an integral part of its operational efficiency and as such, are well-defined and delineated. Canales adheres strictly to the policies and procedures such as promotion/retention requirements, grading procedures, attendance, and state requirements (SSI, OEYP), and to changes that occur when a state mandate is in effect or when the Board of Trustees approves administration's recommendations for change. For example, Brownsville ISD's grading procedures are reviewed annually. That initiative is begun at the District level in the department of Curriculum and Instruction. Department personnel request feedback from our campus regarding recommendations for change. Meetings are held in which recommended changes are discussed (district and campus leadership team) and consensus is reached. The agreed-upon changes are then submitted to the Board of Trustees (at a regularly meeting) for endorsement. Brownsville ISD will modify any practices and/or policies to ensure full and effective implementation of the Tier 3 Modified Transformation Model accordingly. Ms. Rachel Ayala will serve as our District Sheppard which will work in collaboration with Canales and the appropriate Brownsville ISD Main Office department to provide the needed research and support behind a request for a practice/policy change. The Board of Trustees is supportive of research-based initiatives which significantly improve services to our students and enhance their on-grade-level academics. Simultaneously, Brownsville ISD provides a significant level of empowerment to Canales in deciding the daily operations of our site and in the implementation of success-driven research-based initiatives. Canales has set an extended day schedule as to dates and time based on student needs. Canales will have flexibility in the budgetary process and make decisions regarding placement of state, local, and federal monies in instructional categories which will impact our areas of need as indicated by our annual comprehensive needs assessment priorities setting process. Funds are 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, etc. In the area of Human Resources, Canales' principal, Debbie Alford, will recommend staff for promotion, extended day services (with compensation/\$35/hr.), non-renewal, and hiring. Canales' leadership team will engage teacher committees when searching out candidates for hire. In the area of curriculum and instruction, Brownsville ISD's curriculum is Regional Collaborative CSCOPE. Canales has flexibility and is highly encouraged to supplement that curriculum source with lessons, activities, and materials designed to meet all of our students needs, especially the LEP and special education students. Canales also sets our own benchmark testing schedules and is provided some flexibility in implementing the district benchmark schedule. Canales' decision regarding benchmark testing must be made in light of how the data will drive instruction. The testing results will be factors in selecting significant interventions which our students can respond to positively and that will have immediate impact on success.</p> <p>J.T. Canales will modify its practices and/or policies as necessary to ensure its implementation of the interventions fully and effectively on a daily basis. Under the extended day schedule we will start our day at 7:30 am instead of 8:00 am for the extracurricular advisory period also known as the Breakfast Club. At this time students will be allowed to attend various ongoing activities such as, Karate, Chess, DI, UIL, Ballroom Dancing, Running Club, Choir, Spelling Bee, Drill Team, Theater Arts and Yearbook. With the advisory period we can improve school climate in the areas of discipline, attendance, learning time and raise student self esteem. Through the use of utilizing benchmark results and standardized test scores, after school tutorial will be implemented in the areas of reading, writing, math, and science. Through this tutorial students will be able to increase learning time/academic performance. Kinder through second grade will be starting their after school tutorial in December for a total of 3 hours per week. One thousand dollars per person has been allotted for all certified personnel to be given the opportunity to attend at least one high-quality, job embedded professional development in-service based on their individual/grade level needs to successfully implement school reform strategies. As part of the vertical planning nine days have been set aside for teachers share fair. On these day teachers will collaborate, plan, and engage in professional development within and across grades and subjects. The purpose of the share fair is to ensure that the teachers are equipped with the necessary tools to facilitate effective teaching. The parent component at Canales will be enhanced by providing ESL classes, computer literacy, and GED classes for the opportunity to obtain their diploma and enriched their lives with necessary tools to live as productive citizens of their community. The wellness center will be utilized by all campus staff to promote a healthier physical and mental well being to create a positive environment and enhance overall student academic success. Campus staff absenteeism will be eliminated due to improve mood, decrease stress, and anxiety. A monetary incentive will be awarded for certified and classified personnel for perfect attendance. Certified personnel will be receiving \$750 per semester and classified will be receiving \$375. The Grant Project Manager, Elsa Sosa will oversee that proper implementation and the effective use of these modifications.</p>		

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Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>In order to implement the SIRC Tier III modified Transformational School Intervention Model at the campus, we are going to be requesting funding from the following state funds in order to fulfill the programs requirements. We will provide transportation for extended day tutorials and Saturday Academy from the following funding sources: \$1,000.00, Local; \$1,500.00, Title I; and \$1,500.00 State Compensation. The snacks for the students will be provided by the cafeteria at no extra cost. The Saturday Academy students will be given lunch at the end of the day and local funds will be used to provide pizza at the cost of \$2,388.00 for the duration of the program. Student tutorials for both weekly and Saturdays will be paid by Title I; \$10,000.00; State Compensatory \$10,000.00, Title III; \$10,000.00, and SSIG \$3636.00.</p> <p>Teachers will be able to have materials printed for instruction with the funds allocated for the District's Media Center. Funds for the amount of \$1,000.00, Local; \$1843.00, Bilingual; and \$2226.00, Title I will be used for any printing services required by the teachers. The campus is also purchasing materials from People's Education, Measuring Up, at the cost of \$2,478.00 which will be used during Saturday tutorials. External services from Martha Morales will be requested at a cost of \$5,500.00 encumbered from State Compensatory and Title I.</p>		

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Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>The Grant Project Manager for J.T. Canales will be Elsa S. Sosa. Ms. Sosa will serve for the Bulldog Pride Project. She holds a Master's degree in Bilingual Education and a Master's degree in Administration. Ms. Sosa has 23 years of educational experience; she has served as a paraprofessional for 3 years, fourth grade teacher for 6 years, third grade teacher for 8 years, and as the Local Campus Reading Coach for 6 years.</p> <p>As a Local Campus Reading Coach, she has experience in curriculum writing for Language Arts, has presented for the district curriculum, and has been an Instructional Leader for summer school programs. She is well aware of the policies and procedures for meeting any program requirement. Ms. Sosa has also been a summer school instructional leader where she was in charge of submitting student data, provided professional development, performed teacher walk-throughs, monitored summer school TAKS assessments, and completed campus attendance reports. She has strong leadership qualities and effective communication skills. She will meet with the campus staff to align the program as required; based on students' achievement and teacher performance. Part of the program will consist of the Grant Project Manager providing staff development with the academic area in vertically aligned collaborative teams. She will also submit any documents necessary to continue the implementation of the Bulldog Pride Project.</p> <p>Ms. Julie Garcia, Instructional facilitator will assist the Grant Project Manager. She has a Masters Degree in Educational Leadership and is certified in Administration and EC-4 Bilingual. She has a total of 6 years in education. Her role will consist of ensuring the extended day schedule is followed properly and that all required documentation is submitted.</p> <p>Ms. Debbie Alford, Principal, will also assist the Grant Project Manager. She has a Masters Degree in Education and is certified in Counseling, Administration and English Language Arts. She has a total of 25 years in education. Her role will consist of ensuring scheduling teacher share fairs, TAKS pull outs, Saturday Academies, extended day tutorials, Breakfast Club, professional development trainings and everything associated with the Bulldog Pride Project. She will also assist with the submission of the required documentation.</p>		

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LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>BISD will structure the office of the Area Superintendent, which will serve as the District Shepherd, to support J. T. Canales' improvement efforts. The BISD is organized into the Cluster/Feeder school concept. Elementary school students feed into middle schools in their geographical section of Brownsville and the middle school students then feed into the high schools in their zone. Currently, BISD has 5 high schools, 2 middle school feed into each of those, and 7-11 elementary schools feed into the 10 middle schools. Each cluster of elementary, middle, and one high school is served directly by a District Shepherd. Our District Shepherd will ensure that the campus has a support and assistance needed to build capacity and ensure that grant funds are used to implement, fully and effective, the required activities of the Tier III Modified Transformation Model. The District Shepherd, Rachel Ayala, 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. The District Shepherd has first-hand access to Federal Programs, State Comp., Curriculum & Instruction, etc. program administrators which greatly enhance the individual's ability to provide adequate resources and related support to the campus.</p> <p>District Shepherd has the responsibility for supporting the campus improvement effort. The District Shepherd will be responsible for evaluating the performance of our campus Principal. District Shepherd has the authority to redirect district and campus personnel to support the campus improvement efforts. In addition the Department of Curriculum specialist in the areas of Math, ELA, Science, Special Education, Bilingual, and Dyslexia will provide Canales the needed support in the areas of response to intervention (RTI), technology-based integration, increased rigor in the areas of their specialty and the implementation of early warning systems.</p> <p>District Specialist in the area of Math, Ceci Avendano, will provide Canales with needed support in order to increase student performance in all subgroups. Mrs. Avendano will assist in staff development for administrators and teachers in regards to implementation of the CSCOPE curriculum, as well as the adopted district textbook. She will ensure our campus has access to the various resources which include, but are not limited to, Math vocabulary lists, Math TEKS, On-line textbooks, English and Spanish Language Proficiency Standards, Blooms Taxonomy Strategies, and other instructional materials.</p> <p>District Specialist in the area of English Language Arts, Cristina Barrientos, will provide Canales additional help in order to increase our student performance in the Reading and Writing areas. Ms. Barrientos will provide professional development for teachers in the English and Spanish Language Arts TEKS, English Language Proficiency Standards, Texas Reading Academies, Response to Intervention, Reading Skills, Vocabulary, Comprehension, SCOPE Language Arts, Sheltered Instruction, and the Sabal Palms Writing Project. The district specialist will assist in providing our campus with the necessary resources and materials for teachers to carry out instruction and achieve student success.</p> <p>Dr. Greg Garcia, our designated district Science Specialist, will collaborate with administration and principals to ensure the implementation of the CSCOPE Science Curriculum is taking place in Canales. He will offer support and training to teachers in order to conduct inquiry-centered instruction including field and laboratory investigations for at least 50% of the time. The district specialist will assist in providing the essential materials including FOSS replenishment material, live organisms, and laboratory supplies for all teachers. Dr. Garcia will assist the facilitator and teachers in utilizing data from district benchmarks and state assessments to target instruction for all subgroups which consist of English Language Learners, At Risk, Gifted and Talented, and Special Education students.</p> <p>The Brownsville Independent School District will provide support to the campus through the accessibility of other specialists from various key departments such as Special Education, Bilingual Department, and Advanced Academics. This will result in additional support in an effort to implement a strong instructional program that reaches out to all student populations. Each department specialist will ensure the campus is provided with information, clarification, resources, and technical assistance.</p>		

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Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>The Brownsville Independent School District has the capacity to sustain the campus reform efforts after the grant funding period ends. With Title I Regular funding, State Compensatory, and local funds being generated yearly, the District has a strong foundation for supporting 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 (CAN) 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 graduation 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. With regards to those CSFs, it is noteworthy to indicate that 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.</p> <p>1) BISD aggressively improves <u>academic performance</u> 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. Since the campus will become a Professional learning community, J.T. Canales will organize teaching around collaborative teams in which teachers will work together to re-evaluate, examine and desegregate data, co-plan instruction, and improve practice together based on individual student learning needs. During the grant, district staff will be assigned to assist the campus in conjunction with SIRC and the district will ensure that grant funds will provide adequate resources after the funding periods. 2) A long tradition of rigorous professional development initiatives contributes significantly to <u>increasing teacher quality</u>. Classroom teachers have a great multitude of opportunities for professional development annually but it is always the campus and individual teacher decision to select growth opportunities which meet the priorities of the CAN. 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 revision professional developments are turned around at the District level and provided to all content specific teachers, Pre-K-12. 3) Additionally, <u>instructional leadership teams</u> are constantly involved in on-going job embedded professional development and increased learning of resources/data utilization strategies. Teachers, Trainer of Trainers will gain leadership capacity that will sustain for the next three years. 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 in looking at the data collected through these and a variety of other instruments (TPRI, Tejas LEE, CCPALLS, etc), and grouping/regrouping for Tier 2 or Tier 3 instruction based on the data at their fingertips! 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 <u>increasing learning time</u> 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's 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 greatly enhance advances in both of these areas.</p>		

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>Brownsville Independent School District required 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, had already 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. New or proposed vendors will be judged on the following criteria as appropriate to the service/product:</p> <ol style="list-style-type: none"> 1) Research-based; 2) Vertically and horizontally aligned to next grade level and state/local standards; 3) On-going, job embedded professional development included; 4) Technologically appropriate to students' daily experiences and lives; 5) Aligned to CSCOPE, Advanced Placement, Dual Enrollment, etc. current district initiatives; 6) Formative, interim, and progress-monitoring assessment components contained within product/service as relevant; 7) Intensive technical assistance and related support built-in; 8) Unique and specific needs of specific populations (LEP & Sp. Ed) 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. <p>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/her 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 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.</p>		

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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.		
<p>Through research J.T. Canales certified personnel will be able to select a campus that successfully implements an intervention model that not only will help teachers but will help students in academic performance. The site visit to the campus 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 Sp. Ed. TAKS scores will be allowed by our district. The site will be selected by J.T. Canales and approved by the campus' District Shepherd based on the following criteria:</p> <ol style="list-style-type: none"> 1) % of commended TAKS scores by grade level, subject area, and student population (all students, LEPS and Sp. Ed.); 2) Historical review of increase of % commended TAKS scores by grade level, subject area, and student population (all students, LEPS and Sp. Ed.) over past 3 years (baseline Spring 2007); 3) Reduction of the gap between state assessment scores of Sp. Ed. and LEPS and regular students over a 2-3 year period; 4) Reduction of the gap between commended state assessment scores of Sp. Ed. and LEPS and regular students over a 2-3 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). <p>The visitation site will also be selected based on evidence that the school operates under 7 Critical Success Factors. Web-sites, literature, etc. regarding the campus should be investigated before prior to visitation to ensure that: 1) Campus decisions are driven by data, vertical & horizontal alignment is evident, and there is provision for on-going monitoring of instruction. 2) Increasing teacher quality is a high priority; teachers are provided on-going job-embedded professional development, and 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) Data drives instruction, teachers are experts in the disaggregation of data and make instructional decisions based on data as well as collaboration 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 & 3 instructional segments, zero period class offerings, after-school tutorials, Saturday & summer academies, etc.</p> <p>Once a site has been selected for visitation, permission, of course, will be secured from the campus principal as well as the Cluster Area Assistant Superintendent. Dates and times will be agreeable to both groups and visiting participants will complete BISD professional leave paperwork and have it approved prior to departure. Regardless of the details, the visit will be well coordinated, have a goal/end product well specified, and overburden neither the visited nor the visitor. J.T. Canales' visiting team will take into consideration critical "look for-s" and "listen for-s" during the visit:</p> <p>Are the strategies research-based comprehensive instructional reform strategies and do the strategies make continuous use of student data (formative, interim, progress monitoring) to inform instructional decisions such as regrouping, differentiation of instruction, use of technology, etc?</p> <ol style="list-style-type: none"> 1) Is there sufficient flexibility and sustained support for implementing the strategies? 2) Are teachers provided ongoing, intensive technical assistance in implementing the strategies? 3) Is there evidence that the strategies were provided sufficient financial support for full implementation? 4) Are staff members committed to the implementation? 5) What is the level of buy-in for impacting student success? 		

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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.		
<p>Does not apply.</p> <p>Canales Elementary is a Tier III campus and is submitting a grant application.</p>		

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Section A: Intervention Model Selection Process		
Intervention Model to be Implemented – Indicate the model(s) being <i>considered</i> 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.		
<div style="margin-bottom: 10px;"> <input type="checkbox"/> Turnaround <input type="checkbox"/> Closure <input type="checkbox"/> Restart <input type="checkbox"/> Transformation </div> <div style="margin-bottom: 10px;"> <input checked="" type="checkbox"/> Tier III Modified Transformation </div> <div style="margin-bottom: 10px;"> <input checked="" type="checkbox"/> TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center <input type="checkbox"/> Supplemental Education Services (SES) incorporated into the intervention model </div> <p><i>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.</i></p> <div> <input type="checkbox"/> The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE </div>		
Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page		

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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).		
<p>J.T. Canales school is identified as a Tier 3 campus. Therefore, Canales will use the SIRC Tier 3 Modified Transformation School Intervention Model that is aligned to the identified needs of the campus. Canales is a recognized school under the Texas AEIS accountability system. Furthermore, it is labeled "met AYP" under the federal accountability system (AYP).</p> <p>Canales is comprised of forty-four teachers, one principal, one assistant principal, an instructional facilitator, a reading coach, a nurse, a librarian, counselor, fourteen paraprofessionals, three clerical staff, one parent liaison, six food service members, and six custodians who serve approximately 730 students. Pre-Kinder through 5th grade staff eagerly anticipate grant funds designed to help close those achievement gaps and meet and exceed federal and state expectations regarding student success. Canales readily identifies with all its components and is well on the way to full implementation of all components: 1) Develop and increase teacher and school leader effectiveness, 2) Implement comprehensive instructional reform strategies, 3) Increase learning time and create a community-oriented school, and 4) Provide operational flexibility and sustained support for school reform. The three year reform process/program, is designed to increase the effectiveness of teacher and campus leaders, improve instruction through targeted professional development, create community-oriented schools, and provide operational flexibility to increase student achievement. Canales, in conjunction with BISD, will engage in a research-based approach to transform it into a high achieving community-based school. The Texas Transformation Project, under the direction of SIRC, will provide the support, resources, and training needed to enhance the campus' ability to meet all student needs and achieve at higher levels. In order to establish a well rounded campus community that will identify the needs for our campus, J.T. Canales has used multiple sources of data in order to plan and make decisions that will ensure academic success for all student population. Faulk Middle School is the feeder campus for our 5th grade students. The principal, Mr. Mario Rodriguez has visited and been a spokesperson for our 5th grade students during our TAKS rallies. He is well aware of the student populations because he is part of the neighboring community. The 5th grade students visit every May so that they can become aware of their expectations and familiarize themselves with the middle school system. Together our campus and Faulk Middle School have created a partnership to ensure the success of our students with much collaboration from both sides. In order to provide ongoing mechanisms for family and community engagement our campus along with the University of Brownsville looks forward to strengthen its community ties and commitment by providing a quality experience to student teachers. On average we serve four to five student teachers per semester.</p> <p>Campus committees were formed on April 16, 2010 and chairpersons, Liza Parker, Olga Pena, Gloria Palacios, Yesenia Cortez, Angeles Perez, and Diana Manriquez, were selected to create a vertically aligned team to ensure the campus learning community was well represented in the areas of: Parent Programs, campus climate, professional development, parental involvement and instructional programs, technology, staff incentives and teacher initiatives. A decision of other meetings was discussed and a calendar was distributed to the staff, so committees could share and establish a plan that would meet the needs of the learning community.</p> <p>After analyzing and disaggregating student data, the campus program manager created a needs assessment survey, which was completed by 98% of the campus staff on April 19, 2010. According to the results, 43% of the staff feels that Science needs the most improvement and 35% in Language Arts. 50% feel that there is a need of after school programs, 74% show for extracurricular activities, and 48% agree and strongly agree that it should be part of the student daily schedule. Staff morale was rated as average by 48% and student morale by 65%. 56% are strongly in agreement that technology plays an important role in classroom instruction and 54% are also strongly in agreement that Bloom's Taxonomy plays an important part of the students' understanding of academic instruction. In addition, 59% rated that music plays an important role in students' learning. The information of this survey was shared with the chairpersons in order to assist them with data sources and priorities to be included in order to meet the campus needs. A parent and student survey was conducted to decide on the needs of the campus to create a well rounded program. 85% of the parent surveys were in agreement of the grant funding that the campus is applying for to make these activities possible for their children.</p> <p>The campus already has built-in teacher leaders in the form of grade level chairpersons. These individuals have already received a great deal of training in instructional practices, research-based instruction, disaggregation of data, grouping for instruction, and differentiation of instruction. Changes in this structure may be made based on campus need but the qualifying criteria for selection of the teacher leaders have demonstrated excellence in instructional delivery and student success, ability to collaborate with the lead peers, and strong foundation in use of technological tools to facilitate work processes. A job embedded professional development plan for year one needs to be developed. The campus administration will attend professional development in the areas of assessment, technology, and Adequate Yearly Progress (AYP). This will allow administration to be up to date with current trend, policies and procedures. Additionally, the campus leadership team and the teacher leaders which consists of 5-10 members will attend the National Staff Development Council Summer Conference on July 12-15th, 2010 to ensure campus personnel is equipped to facilitate effective teaching strategies and have</p>		

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<p>the capacity to successfully implement school reform strategies. It will also provide the team with guiding practices to implement the grant. The process will be a collaborative effort to analyze and disaggregate all state assessment data including subpopulations not performing at local and state standards. We will create and submit 90 day action plans as required by SIRC and BISD. It will be a sustainability plan which builds in the continuous practice of reflecting on its successes and challenges, reviewing formative assessment data, and aligning the constant upgrading of the plan to the campus and district performance goals and objectives.</p> <p>According to state assessments, our campus ELL population, compared to the district overall population, have not shown substantial growth in the last three school years. Based on AEIS reports there was a significant difference between the district ELL's scores and our campus' ELL's.</p> <p>In 2009, 3rd grade reading scores showed that the district ELL's had a 91% while our campus had an 81%. In 2008, district ELL's showed a 91% and ours had a 77%. In 2007, district ELL's showed a 93% and ours had a 94%.</p> <p>In 2009, the districts ELL's 4th grade reading scores showed an 84% and our ELL's had a 70%. In 2008, district ELLs showed an 81% and ours showed a 68%. In 2007, district ELL's showed an 81% while our campus ELL's had a 38%.</p> <p>In 2009, the district ELL 5th grade reading scores students showed a 91% and ours had a 68%. In 2008, district ELL students showed a 91% and our ELLs had a 74%. In 2007 district ELL students showed a 90% and our ELL's had a 56%.</p> <p>The TAKS percentages include all tests taken for the district, state and campus. The percentages are as follows: in 2007 state 67%, district 61% and campus 72%; 2008 state 72%, district 68%, and campus 71%; 2009 state 74% district 72% and campus 67%. With this modified model our campus will be narrowing the achievement gaps with the following interventions. In order to develop and increase teacher and school leader effectiveness the campus leadership team will attend professional development on instructional programs. Campus leadership team will schedule campus site visits to a school implementing a successful intervention model to gain knowledge of the program and return to the campus and provide the staff with professional development on the strategies that were acquired from the campus visit. The principal and teacher leaders will serve as support to the faculty and staff. In order to increase student achievement school administration will perform weekly walkthroughs, formal observations and provide immediate feedback to improve instruction. Grade level meetings will be conducted weekly to address areas of concern to curtail student failure; grade level meetings will allow collaboration between principal and teacher to regroup students. Monthly campus faculty meeting will also be implemented to improve data driven decisions for core subjects. Special Population Coordination Day will allow Special Services team and regular education teachers to co-plan once every six weeks to meet the needs for special education students.</p> <p>Debbie Alford is a highly committed instructional leader who is to be retained and has exceeded previous administration's high standards for excellence in the service of students. Since she is only in her first year servicing Canales she will be provided with job embedded professional developments. The district shepherd will support the campus principal with the Competency Periodic Review Process to ensure curriculum is being implemented. End of year service from staff combined with shepherd's evaluation will determine improvement of principal effectiveness. The stakeholders of the school need to be in partnership with BISD to ensure the success of the campus leader. In order to foster a high level of student achievement teacher mentoring will be implemented to provide support and effective instructional strategies amongst staff members. In order to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies teacher/ leaders are required to observe other teacher/leaders. Curriculum and benchmarks will be designed and developed with teacher and principal involvement. 2nd through 5th grade will benchmark three times per year in reading, math, science and writing. In addition to benchmark testing release TAKS test, TELPAS, PBMAS, TPRI/Tejas Lee, TMSDS, and other data sources will be reviewed and used to develop interventions. Tests scores will be disaggregated by sub populations. In order to ensure continuous use of data our campus will design and implement differentiated instruction. Data disaggregation by specialists will assist campus staff with setting goals for core subjects. In order to obtain and help drive data on the campus, BISD and our campus will use the PEIMS Snapshot information. The information that we will be able to obtain will be data pertaining to students' grades, attendance, and demographics. Overall passing percentages from ELL's on TAKS will be raised by 2% student achievement will result in a monetary incentive for all faculty and staff members. This will increase retention strategies for staff and administration and increase best practices for teaching. Third through fifth grade teachers will receive \$5000 each for a total of \$80,000 annually. Pre-Kinder through second grade teachers will receive \$1500 each for a total of \$33,000 annually. Nine other staff members will receive \$1500 each for a total of \$15,000 annually. Administration will receive \$5000 each for a total of \$15,000 annually. Classified personnel will be divided as follows: paraprofessionals will receive \$750 each; clerical \$500 each; cafeteria and custodial \$500 each for a total of \$19,000 annually. In order to promote a successful and effective level of student performance, faculty and staff members must obtain a high level of attendance. Campus staff absenteeism will decrease due to a Wellness Program which will be implemented to improve productivity and efficient productive teachers. Mental and Physical well being will create a positive environment therefore enhance overall student academic success. Certified Personnel who obtain a 100% attendance rate will be awarded with \$750 per semester. Classified Personnel will be awarded with \$375 per semester. In order to promote a successful and effective level of</p>		

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<p>student performance the school will provide and incorporate the use of a playground for all students to improve health and well being. A comprehensive needs assessment survey will be given to teachers during August in-service to access prior year curricula to allow for improvement of academic performance and operational flexibility. All certified staff will also receive PDAS training in order to refresh and receive updates that will allow staff to review their evaluation measure. Rigorous, transparent, and equitable evaluation systems for teachers and principals will be used; BISD currently uses the TEA teachers' PDAS system along with the use of EDUPHORIA software for immediate turnaround of observation data, facilitation of communication and collaboration. Effective and research based learning strategies will be implemented by all teachers in order to foster student achievement by attending: campus share fair/teacher planning for a total of nine sessions, once a month, September through May. During share fair sessions teachers will align curriculum vertically and horizontally with the TEKS. Collegiate collaboration allows for a variety of strategies within curriculum to enhance learning and raise TAKS score by 2%. The school will provide a certified substitute teacher in order to have the same level of educational rigor and continuity in the classroom. A total of \$54,648 will be allocated for certified substitute teachers.</p> <p>Job embedded professional development activities should be collaborative but also differentiated to meet the individual needs of teachers (Chambers, Lam, & Mahitivanichcha, 2008). Teachers will assist job embedded professional development with webinars, podcast, and publications to improve instruction to meet the needs of all students' population, including overcoming language barriers for English language learners and provide behavioral interventions. This will ensure teachers are up to date with best practices. The grant program manager will provide regular feedback to teachers for sustained support to help them continually grow and improve professional practice. Every teacher will be allowed to attend at least one Professional Development to enhance math, reading, writing, science and technology for latest trends and best practice. Funds in the amount of \$46,000 will be allotted for each person attending an in-service according to their individual needs or grade level needs.</p> <p>Certified personnel will receive training using TNT Reading-A Dynamite Process and Achieving Composition and Mechanics Excellence developed by Martha Morales to improve reading and writing. All strategies will be implemented to its fullest for the benefit of student achievement. Improvement will be measured by results in benchmarks scores and writing samples collected from students. Trainer of trainers will help monitor the effective implementation of the program. In addition to professional development implementation of instructional software such as TextHelp, Envision, Living with Science, Epath, Criterion, CTB-McGraw Hill, CPALLS, and ESL Reading Smart will also aide in for the improvement of academic performance. TextHelp-improve reading fluency by allowing 30 minutes a day in classroom setting. CTB-McGraw Hill allows teachers and students the online access of student assessment, intervention activities, and data analysis through use of computer software. With the use of ESL Reading Smart the ELL's will improve fluency and comprehension. CPALLS will improve Pre-Kinder students' performance by teachers monitoring three times a year in math and ELA. Comprehensive instructional reform strategies, CSCOPE is an instructional program that has been researched-based and vertically aligned from one grade to the next as well as aligned with State academic standards. This curriculum is tied in with the extended day to enrich students centered activities. The 5-E model of instruction is used to improve the English language proficiency standards. Marzano (2003) is a strong advocate of a conceptually-organized curriculum that is clearly articulated with periods of time or grade levels. He stresses that effective curriculum should emphasize key spiraling components and skills that students are expected to revisit within and across grade levels with growing levels of competence, proficiency, and depths of understanding. In order to meet the academic needs for individual students the grant program manager will monitor alignment between curriculum standards and classroom instruction, through the use of data; such as district benchmarks and state assessments. Through continual assessment students are regrouped to meet their individual needs. The regrouping consists of pullouts and Saturday academies. Saturday Academies will be provided to students from 3rd to 5th grade to improve their performance in TAKS. J.T. Canales principal will review the student and teacher progress on a weekly basis and conduct weekly grade level meetings to discuss and review student progress on campus developed benchmarks and TAKS released tests which have been broken down by objective. According to the 2009 TAKS scores, grades 3-5 need improvement in the following objectives: third grade Bilingual populations in Reading/ELA scored 68% in Objective 2 and 60% in Math Objective 6; 4th grade Bilingual populations scored 67% in Reading/ELA Objective 2 and 69% in Objective 3, 80% in Writing Objective 3, and scored 63% in Math Objective 6; 5th grade Bilingual students scored 54% in Reading/ELA Objective 1, 62% in Objective 2, 58% in Objective 3, and 57% in Objective 4; 66% in Math Objective 2, 74% in Objective 3, 70% in Objective 4; 74% in Science Objective 2 and 64% in Objective 4.</p> <p>The campus program manager will conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, through daily walkthroughs, grade level meetings, co-planning, and online district vertical alignment documents. In order to remove or retain staff our campus will follow due process. The following strategies will be implemented with staff who are negatively affecting student outcomes; as a result of the PDAS the teacher may be placed in a TINA. Teachers in a TINA will be given a teacher mentor, professional development, and the opportunity to observe other teachers. At the end of this timeline student data will be evaluated to show growth in students' performance. J.T. Canales will also provide mentoring, online training and job embedded professional development for new teachers. School wide implementation of the response to intervention model (RTI) will support students who are at risk. The program</p>		

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<p>includes appropriate research based strategies in reading, mathematics and behavior for all students who require interventions due to failure in core subject areas and discipline. An external provider, Communities in Schools Corporation will be contracted for the amount of \$23,000 to promote student climate and provide students and families' intervention services. The contracted social worker will be on campus during the regular school year.</p> <p>Incorporated technology has received attention for its potential to support instruction in all content areas and for all grade levels. Technology can continually assess students to obtain valid data and use it to inform instructional decisions and determine appropriate grouping patterns (Tomlinson & Allan, 2000; Tomlinson, 2001; Moon, 2005). 215 Apple laptops will be ordered for the access of Fourth and Fifth grade students for the cost of \$258,000. Through the use of technology fourth and fifth grade students will have the opportunity to improve academic performance and increase learning time to create community-oriented schools. As part of our increased learning time our campus will have a daily morning Breakfast Club from 7:30 am to 8:00 am. By implementing operational flexibility, it will provide opportunities for all students to participate in extracurricular activities such as chess, University Interscholastic League (UIL), Destination Imagination (DI), music, ballroom, drill team, yearbook, theater arts, karate, running and beautification club. It will also build relationship between students, faculty and other staff. Aligning tutoring content with students needs and with classroom-provided instruction will yield the best results (Elbaum et al., 2000). The extended day program will be two days out of the week from 3:30 to 5:00 p.m. This program will allow the improvement of student performance in reading, math, science and writing. In turn this will help reduce the retention rate by 1%. Extended day and breakfast club will be paid to certified personnel at \$35 per hour. Creating a community oriented school for families and community allows for fostering of school to home relationships. We will offer GED classes online, Technology and ESL classes to parents and our community during our extended day to actively involve the child's parents so that they can assist their child in education and improve their awareness in technology, English language, and self improvement. Monthly parental involvement meetings will take place in the parent center. These meetings will help foster open relationships between parents and schools.</p> <p>To improve school climate and discipline we will provide opportunities for celebration and award students for good behavior and A&B honor roll. Students will celebrate good behavior and A&B honor roll every 6 weeks with Principal's Conduct Award and incentives. Teachers will implement a school wide Positive Behavior Support (PBS) to ensure positive relationships amongst students, improve school climate and discipline, taking steps to eliminate bullying and harassment. Implementing Referral Assessment Management Portal (RAMP), which is a web-based data system for gathering, entering, summarizing, reporting, and using office discipline referral information, will improve the ability of school personnel to develop a safe educational environment. This software will track each teacher's percentage of discipline referrals thus allowing teachers to monitor and assess different discipline approaches. These benefits will help families and communities with behavior, higher self-esteem, attendance and better academic performance.</p> <p>In summary; Canales and BISD will fully implement all components of the Texas Transformation Project under the direction of and in collaboration with SIRC. Brownsville Independent School District will: 1) Allow new governance arrangements and operational flexibility as needed; 2) Conduct district needs assessments via the district snapshot process; 3) Facilitate the replacement and recruitment of qualified staff at the campus as needed; 4) Support initiatives to increase community and parental involvement; 5) Ensure the placement of social service resources at the campus; and 6) Attend all required meetings and trainings. The campus principal will: 1) Utilize rigorous and equitable evaluation systems to enhance instructional improvement; 2) Provide high quality job-embedded professional development; 3) Lead the implementation of Positive Behavior Support (PBS); 4) Support and utilize teacher leaders to improve instruction; 5) Implement programs to increase community and parental involvement; 6) Participate in required trainings and online professional learning; and 7) Create and submit 90-day action plans as required by SIRC and BISD. The campus teacher leaders will: 1) Provide instructional leadership and support to staff via walk-throughs and observations; 2) Facilitate job-embedded professional development; 3) Collaborate with administration in the development of long-range professional development plans; 4) Work in a dual role of teacher and instructional leader; 5) Participate in required trainings and online professional learning; and 6) Conduct action research.</p> <p>We will call our grant the Bulldog Pride Project.</p>		

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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	Brett Springston, Brownsville Independent School District Superintendent		
2	Debbie Alford, Campus Principal		
3	Socorro Castillo, Parent		
4	David Merrill, Wells Fargo Branch Manager/Financial Advisor		
5	Yesenia Cortez, Elsa González, Ángeles Pérez, Elsa S. Sosa, Michelle G. Vidal, Grant Teachers		
6	Julie García, Facilitator; Ernesto X. Tamez, Assistant Principal		
7	María Mendoza, Diana Manríquez, Marinel Sandate, Adriana Villarreal, Vanessa Medina, Elsa González, Ricardo Rivera, Grade Level Lead Teachers		
8	Rick Zayas, School Board Members		
9	Cristina Barrientes, Language Arts Specialist, Greg García, Science Specialist, Ceci Avedaño, Math Specialist		

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Section D: Improvement Activities and Timeline		
<p>On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.</p> <p>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.</p> <ul style="list-style-type: none"> 1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> A. Data Disaggregation/Training B. Data-driven Decisions C. On-going Communication 3 – Increase Leadership Effectiveness <ul style="list-style-type: none"> A. On-going Job Embedded Professional Development B. Operational Flexibility C. Resource/Data Utilization 4 – Increase Learning Time <ul style="list-style-type: none"> A. Flexible Scheduling B. Instructionally-focused Calendar C. Staff Collaborative Planning 5 – Increase Parent/Community Involvement <ul style="list-style-type: none"> A. Increased Opportunities for Input B. Effective Communication C. Accessible Community Services 6 – Improve School Climate <ul style="list-style-type: none"> A. Increased Attendance B. Decreased Discipline Referrals C. Increased Involvement in Extra/Co-Curricular Activities 7 – Increase Teacher Quality <ul style="list-style-type: none"> A. Locally Developed Appraisal Instruments B. On-going Job Embedded Professional Development C. Recruitment/Retention Strategies 		

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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
1A	Improve reading scores by having Reading Coach assist teachers in reading strategies.	K-3 students are behind in reading comprehension and spelling as seen on AEIS Report 3 rd Grade.	http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_end=3#176	Sept. 2010	May 2011
1A	TextHelp-Improve Reading Fluency by allowing 30 minutes a day in classroom setting	Dyslexia and ELL students who are struggling in fluency & writing will improve their performance on TAKS.	http://www.centeroninstruction.org/files/Lang%20and%20Reading%20interventions%20for%20ELLs%20and%20ELLs%20with%20Disabilities.pdf	Sept. 2010	May 2011
1A	Technology Lab-students will receive interventions by using Envision and Living with Science in order to improve Math & Science Scores /3 rd & 5 th	Students will visit tech lab to enhance learning and raise TAKS scores by 1%.	http://www.nctmmedia.org/cfp/full_document.pdf	Sept. 2010	May 2011
1A	Improve Reading instruction from K-5 th through implementation of <i>Martha Morales</i> scientifically based research support program.	Reading TAKS scores are below district average on AEIS report.	http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608	Sept. 2010	May 2011
1A	CTB-McGraw Hill-teachers and students will access online student assessments, intervention activities, and data analysis through use of computer software.	This program increases literacy for all population and may ensure higher TAKS scores by 1%.	http://ies.ed.gov/ncee/wwc/pdf/practiceguides/20074011.pdf	Sept. 2010	June 2011
1A	Special Population Coordination day-Special Services team and regular education teachers will co-plan to meet needs for special education students.	Special Education and Dyslexia students' TAKS scores are below district level as shown in AEIS report.	Exceptional lives: Special Education in Today's School. Turnbull, R., Turnbull, A., Shank, M., Smith, S.J. (2004)	Sept. 2010	June 2011

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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
1B	Improve Writing instruction in 3 rd and 4 th grade by implementing <i>Martha Morales</i> scientifically based research support program.	Writing TAKS scores are below district average on AEIS report.	http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1a/33/5d.pdf	Aug. 2010	July 2011
1B	Campus Curriculum Alignment with TEKS Share Fairs	Collegiate collaboration allows for a variety of strategies within curriculum to enhance learning and raise TAKS scores by 1%.	Kurz, A., Elliot, S. N., Wehby, J. N., & Smithson, J.L. (2009) <i>Alignment of the intended, planned, and enacted curriculum in general and special education and its relation to student achievement.</i>	Sept. 2010	May 2011
1B	During August in-service a comprehensive needs assessment survey will be given to teachers' to access prior year curricula.	A Comprehensive Formative Assessment System will allow for improvement of academic performance.	http://www.centerforcsri.org/i4a/pages/index.cfm?pageID=3381	August 2010	August 2010
1C	RTI-Improve students' performance by implementing RTI strategies	Students require interventions due to failure in core subject areas.	http://www.rtictrl.org/ http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_reading_pg_021809.pdf	October 2010	May 2011
1C	Benchmark Testing- 2 nd -5 th will benchmark 3 times per year in Reading, Math, Science, & Writing	Benchmark data drives curriculum implementation & design. TAKS scores will rise by 1% in Reading and Math.	What works in schools translating research into action. Marzano, R. (2003) http://www.edvantia.org/publications/arccwebcast/june07/	October 2010	February 2011
1C	ESL Reading Smart-ELL's will improve fluency and comprehension skills.	This program increases literacy for all ELL population and may ensure higher TAKS scores by 2%.	http://ies.ed.gov/ncee/wwc/pdf/practiceguides/20074011.pdf	Sept. 2010	June 2011

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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	Data disaggregation Training by specialists will assist campus staff with setting goals for core subjects.	Sub population scores have shown drastic decreases in TAKS scores for the last 3 years as seen on AEIS reports.	http://ies.ed.gov/ncee/www/pdf/practiceguides/addm_pg_092909.pdf .	Sept. 2010	May 2011
2B	Campus Benchmark Test scores will be disaggregated by sub populations and assist with TELPAS/PBMAS standards for success.	ELL continue to show little gains in core subjects as seen on the last 3 AEIS Reports.	http://ies.ed.gov/ncee/www/pdf/practiceguides/dddm_pg_092909.pdf	October 2010	May 2011
2B	Campus personnel will participate in a district institute.	District personnel will collaborate with the campus to set data driven goals.	http://www.fairtest.org/value-formative-assessment-pdf	Summer 2010	Fall 2010
2B	BISD and our campus will utilize the PEIMS Snapshot information to help drive data on the campus.	PEIMS information is accurate and justifiable information pertaining to student's grades, attendance, demographics.	Learning Point Associates & ESA of the Midwest. (2006) <i>Effective use of electronic data systems: A readiness guide for school and district leaders from Learning Point Associates</i>	August 2010	August 2010
2B,C	Grade level Meetings will allow collaboration between principal and teacher to regroup students for TAKS pull outs.	Frequent meetings allow teachers to receive prompt feedback regarding scores and allows for change in curriculum design.	Stiggins, R., Arter, J. A., Chappuis, J., & Chappuis, S. (2007) <i>Classroom assessment for student learning: Doing it right, using it well.</i>	August 2010	June 2011
2C	Monthly Campus Faculty Meetings-Improve data driven decisions for core subjects.	Teachers who meet Frequently will constantly reassess scores and curriculum and reduce retention rates.	Reeves, D. (2007). <i>Ahead of the curve: The power of assessment to transform teaching and learning.</i> Bloomington, In: Solution Tree	August 2010	June 2011
2C	The district Sheppard will support the campus principal/leader with the Competency Periodic Review Process to ensure curriculum is being implemented.	The guidance will have an impact on student achievement and will assist with modifying if ineffective.	Portin, B. S., Alejano, C. R., Knapp, M.S., & Marzolf, E. (2006) <i>Redefining roles, responsibilities, and authority of school leaders.</i>	June 2010	July 2011
2B	CPALLS- Improve PK student performance by teachers monitoring 3 times a year in Math & ELA.	Students need to be assessed periodically to measure growth and plan for instruction.	http://www.wested.org/onlinepubs/RELWestFDKBrietAll.pdf	October 2010	May 2011

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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	Leadership Training will improve principal effectiveness.	Instructional leaders need professional development to keep abreast of current trends in education.	http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/28/07/cb.pdf	August 2010	July 2011
3A	Summer Conferences will provide leadership team with guiding practices to implement grant.	Campus leadership team will collaborate with staff to organize the implementation of campus goals to meet AYP and achieve Recognized status.	Redding, S. (2006). <i>The mega system: Deciding, Learning, Connecting. A Handbook for continuous improvement within a community of the school.</i>	July 2010	August 2011
3A	Principal, Assistant Principal, and Facilitator will attend Professional Development in assessment, technology, and AYP.	Administration needs to keep up to date with current trend, policies, and procedures.	Goldring, E., Camburn, E., Huff, J., & Sebastian, J. (2007) <i>Effects of professional development for school leadership: Early results from a randomized field trial.</i>	August 2010	July 2011
3A	Campus Leadership Team will attend National Staff Dev. Council Summer Conference.	Effective teaching and learning will develop the capacity to successfully implement school reform strategies.	http://www.centerforcsri.org/files/School_Restructuring_guide.pdf	Summer 2011	Summer 2011
3B	Campus leader will modify & adapt extended schedule as needed.	To decrease teachers and student burnout-modification may be needed to the schedule.	Silvia, E. (2007) on the clock: Rethinking the way schools use time. Washington, DC: Education Sector.	August 2010	May 2011
3B	Campus leadership will be provided with technical assistance through the School Improvement Resource Center (SIRC).	To ensure campus personnel has the resources to facilitate effective teaching and learning strategies.	http://www.financeproject.org/publications/CSRQconsumerguide.pdf	August 2010	June 2011
3C	Campus Leadership Team will Improve student performance through data driven activities.	ELL's population has declined significantly in Math & Reading in the last 3 years as seen on AEIS Reports.	http://centeroninstruction.org/files/ELL1-Interventions.pdf	August 2010	June 2011

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Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3C	Overall passing percentages from ELL's on TAKS will be raised by 2% in Math and Reading and administration will receive a monetary award.	Monetary incentives increase retention strategies for staff and administration and increase best practices for teaching.	<i>Alternative compensation terminology: Considerations for education stakeholders, policymakers, and the media.</i> http://cecr.ed.gov/guides/EmergingIssuesReport2_8-21-09.pdf	June 2011	July 2011
3C	End of year service from staff combined with shepherd's evaluation will determine improvement of principal effectiveness.	The stakeholders of the school need to be in partnership with the LEA to ensure the success of the campus leader.	Portin, B. S., Alejano, C. R., Knapp, M.S., & Marzolf, E. (2006) <i>Redefining roles, responsibilities, and authority of school leaders.</i>	August 2010	June 2011

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Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4A	Improve extracurricular participation by implementing operational flexibility to allow students to attend morning advisory periods "Breakfast Club".	Extracurricular activities increase student motivation and self esteem and boost TAKS scores.	http://www.unce.unr.edu/publications/files/cy/other/fs9932.pdf	August 2010	June 2011
4A	Improve student performance in Reading, Math, Science, & Writing through implementation of increased learning time through extended School Day.	ELL students will have more time to focus on areas of need to be successful on TAKS.	http://www.education/sector.org/usrdoc/on the clock.pdf	August 2010	June 2011
4A	Improve student performance in TAKS by providing Saturday Academy to 3 rd -5 th grade students.	Extra time allows teachers to focus on specific objectives that students are deficient in to be successful on TAKS.	http://www.ed.gov/teachers/how/read/readingtutoris, pdf	January 2011	May 2011
4B	Campus Leadership Team will schedule campus site visits with comparable campuses.	The Leadership Team will see an instructionally- focused calendar model campus being implemented.	National Comprehensive Center for Teacher Quality. (n.d.) <i>From planning to action: Effectively using your professional development resources.</i>	August 2010	June 2011
4C	Grade level Planning Horizontally will occur weekly to increase student performance.	Specific goals and objectives can be targeted and addressed specific for each grade levels.	Aldridge, J. and Goldman, R. (2007) Current issues and trends in education. Boston, MA: Pearson Education Inc.	August 2010	June 2011
4A	TAKS grade levels will be regrouped to incorporate TAKS pull outs.	Pull outs allow specific TAKS objectives to be targeted to ensure mastery.	Stiggins, R., Arter, J. A., Chappuis, J., & Chappuis, S. (2007) <i>Classroom assessment for student learning: Doing it right, using it well.</i>	August 2010	June 2011

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Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5A, B	Monthly Parental Involvement meetings take place in parent center and parents will volunteer on a daily basis at our school	Constant parent interaction help foster open relationships between parents and school.	http://www.arcc.edvantia.org/page/ParentInvolvementPodcasts/	Sept. 2010	May 2011
5C	Offer ESL classes to parents during extended day.	Literacy and language are essential for communication and personal growth.	http://www.articlesbase.com/education-articles/second-language-acquisition167305.html by:Zaidoun	Sept. 2010	May 2011
5C	Offer technology classes to parents during extended day.	Parents will learn to communicate electronically with their schools.	http://www.buzzle.com/article/s/why-is-technology-so-important-today.html "Why is Technology so important Today" by Manali Oak	Sept 2010	May 2011
5C	Offer GED classes online to parents during extended day.	Parents will earn GED certification to better assist their child with their school work and contribute to their child's success.	www.passged.com/articles/49-Why-Get-a-GED.php by: Michael Ormsby	Sept. 2010	May 2011
5C	A social worker will serve as accessible community social services contracted through Community in Schools Corporation.	Students and parents will be provided enhanced social service support to meet the students and parents social, emotional, and health needs.	Getting Students to School Using Family and Community Involvement to Reduce Absenteeism by Sheldon, S.B & Epstein, J.I. 2004	Sept. 2010	June 2011
5A	Survey parents regarding satisfaction with the goals of the school.	Surveys allow parents to voice their concerns anonymously and allow for them to feel heard.	http://www.arcc.edvantia.org/page/ParentInvolvementPodcasts/	Sept. 2010	June 2011

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Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6A	Students will celebrate perfect attendance every 6 weeks with prizes and snacks.	Incentives encourage students to come to school which enhances learning.	The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school. Redding, S.	October 2010	June 2011
6B	Students will celebrate A&B Honor roll every 6 weeks with certificates, prizes, and snacks.	Incentives encourage students to perform well in their classes.	The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school. Redding, S.	October 2010	June 2011
6B	Campus will implement school wide Positive Behavior Support (PBS) intervention plan and will celebrate good behavior every 6 weeks with Principals Conduct Award/ Certificates.	Focus on the positive will encourage others to behave better.	The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school. Redding, S.	October 2010	June 2011
6B	The Referrals Assessment Management Portal (RAMP) system will be purchased to manage discipline referrals.	The software will track each teacher's percentage of disciple referrals thus allowing teachers to monitor and assess different discipline approaches.	http://www.centeroninstruction.org/files/Synopsis%20Reading%20&%20Behavior.pdf	August 2010	June 2011
6C	Morning advisory period will provide opportunities for all students to participate in extracurricular activities: chess, UIL, DJ, Music, Ballroom, Drill Team, Yearbook, Karate, Theatre Arts	Students involved in extracurricular activities have higher attendance, better grades and conduct.	Frazier, Julie A., & Morrison, F.J. (1998, April) Child Development	August 2010	June 2011

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Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6C	Students will participate in a beautification club.	Students who take pride in their campus perform better.	Breaking the habit of low performance: Successful school restructuring stories. Retrieved from http://www.centerii.org/survey/	Sept. 2010	June 2011
6A	Award personnel for perfect attendance by semester.	Personnel who commit to good work ethic produce quality instruction.	National Comprehensive Center for Teacher Quality. (2007) <i>Paying teachers' performance: Strategies and conditions for success</i>	October 2010	June 2011

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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	Staff Development in August provides for PDAS training for all certified staff.	Updates are provided and refreshers allow staff to review their evaluation measure	http://www.tqsource.org/publications/teacherEffectiveness.php	August 2010	August 2010
7C	Provide various software such as Reading Smart, Text Help, Epath, Envision, Living with Science, Criterion, etc.	Teachers who are provided with the appropriate tools are more effective.	http://www.buzzle.com/articles/why-is-technology-so-important-today.html "Why is Technology so important Today" by Manali Oak	Sept. 2010	June 2011
7B	Every teacher will be allowed one conference per year to enhance math, reading, writing, science and technology for latest trends & best practice.	Teachers who are up to date with current trends perform better on standardized testing.	http://www.learningpt.org/pdfs/Oct29WhatWorksPresentation.pdf	Sept. 2010	June 2011
7B	To improve teacher quality job embedded professional development with webinars, podcasts, and publications will occur.	Providing additional support and professional development to teachers ensures they are to date with best practices.	National Comprehensive Center for Teacher Quality. (n.d.) <i>From planning to action: Effectively using your professional development resources.</i>	August 2010	September 2011
7C	Award personnel for perfect attendance by semester.	Personnel who commit to good work ethic produce quality instruction.	National Comprehensive Center for Teacher Quality. (2007) <i>Paying teachers' performance: Strategies and conditions for success</i>	October 2010	June 2011
7C	Overall passing percentages for ELL's on TAKS will be raised by 2% in Math and Reading and all personnel will receive monetary incentives.	Monetary incentives increase retention strategies for staff and increases best practice for teaching.	http://cecr.ed.gov/guides/com pReform.cfm	June 2011	June 2011
7B	Campus leadership will be provided with technical assistance through the School Improvement Resource Center (SIRC).	To ensure campus personnel has the resources to facilitate effective teaching and learning strategies.	http://www.financeproject.org/publications/CSRQconsumerguide.pdf	August 2010	June 2011

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Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7A	Provide teachers with immediate feedback of walkthroughs via Eduphoria Software.	Constant feedback will ensure that student centered instruction is taking place.	http://www.tqsource.org/publications/teacherEffectiveness.php	August 2010	June 2011

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Part 4: Waiver Requests		
Applicants must check the waivers in which the LEA/campus intends to implement.		
<div style="margin-bottom: 20px;"> <input checked="" type="checkbox"/> Extending the period of availability of school improvement funds. <i>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.</i> </div> <div style="border: 1px solid black; padding: 10px; margin-bottom: 20px;"> 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 <i>must</i> be checked. </div> <div style="margin-bottom: 20px;"> <input type="checkbox"/> "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model. <i>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.</i> </div> <div> <input type="checkbox"/> 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. <i>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.</i> </div>		

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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 A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
<p>Campus Administrators will review the student and teacher progress on a weekly basis and conduct weekly grade level meetings to discuss and review student progress on campus developed benchmarks and TAKS released tests which have been broken down by objective. Delivery of instruction will be in alignment to campus developed scope and sequence. The Project Manager will review the student and teacher progress on a weekly basis measured by conducted quality evaluations or weekly walkthroughs. The Project Manager will determine the strengths and weakness of the program services based on the continuous instruction and data. The Project Manager will hold bi-weekly grade level meetings to discuss and review student progress and monthly meetings to disaggregate campus developed benchmarks and TAKS released tests which have been broken down by student objectives. Delivery of instruction will be implemented in a coherent sequence and incorporate delivery of instruction according to campus developed scope and sequence.</p> <p>The Bulldog Pride Project will be aligned and evaluated based on student outcomes. The necessary adjustments will be made if the student outcomes are not meeting the program expectations. Teacher professional development on effective, research-based methods and strategies with curriculum best practices will be conducted for teachers during the day to build capacity. External providers will be contacted to provide their expertise advice on initiating the targeted interventions and services will be requested as needed. Brownsville ISD will provide significant on-going monitoring of grant activities primarily through the office of the Cluster Area Assistant Superintendent who is also hereby known in this grant as the district shepherd. All quarterly and end of year implementation reports will be carefully reviewed and dissected by the Cluster Area Assistant Superintendent prior to submission to TEA. These will be the official guideposts for monitoring of grant activities to ensure continuous improvement, however, short-interval (3-4 weeks) significant monitoring of grant activities on the local level will be implemented to ensure that reports to TEA indicate progress towards meeting goals and provide evidence of continuous improvement. These BISD short-interval on-going monitoring activities are listed below aligned to the grant's Critical Success Factors.</p> <ol style="list-style-type: none"> 1) Academic Performance: Reading/ELA, math, & science district and campus benchmarks, TPRI/TEJAS BOY, MOY, and EOY assessments, TAKS reading/ELA, math, & science commended & passing levels for all students, for LEPS, and for Sp. Ed. 2) Quality data to drive instruction: Charts, graphs, and lists of regrouping, increased instructional time, etc. based on district & campus benchmark results, TPRI/TEJAS BOY, MOY Tier 2 & 3 regrouping charts & numbers of students showing improvement. TELPAS & AMAO changes. 3) Leadership effectiveness Number of training sessions attended by principal, assistant principal, & dean/facilitator. Teacher leader trainings. 4) Increase learning time. Number of extended day/week/year and zero period opportunities for students, Number of students participating in sessions. Extended day/week/year & zero period curriculum review and evaluation. 5) Increase parent/community involvement: Number of sessions, types of sessions, and number of participants for parents/community. 6) Improve school climate: percentage point increases in attendance, decreases in discipline referrals, and increases in number of students participating in extra/co-curricular activities. 6) Increase teacher quality: increases in number of administrator & teacher leader walk-throughs, feedback meetings, and mentoring/collaboration meetings. 		

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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		
<p>J.T.Canales will asses all students at the beginning of the school year in order to plan adequate interventions that meet individual student needs. Early assessment will take place by utilizing the beginning of the year Tejas Lee, TPRI, and CPALLS diagnostics in grades PK-3rd. Whereas 2nd through 5th grade students will be administered campus and district made benchmarks which will based on the Texas Essential Knowledge and Skills standards. All student populations will be assessed in Language Arts, Math, and Science concepts.</p> <p>Administration and teachers will use the results of the formative evaluations as a tool to make instructional decisions and to improve the grant program. 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. The same process will be in place for the BOY and MOY TPRI/TEJAS K-3 reading assessments and the PreK CPALLS initiative. Quality data drives instruction! Thus, the formative evaluation measures, in short intervals, how effectively J.T. Canales is using the quality data and whether or not it is driving instructional decisions on a daily basis!</p> <p>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. Teachers will meet by grade levels in order to disaggregate the data by subject and student objectives. Based on the results the teachers will establish an academic instructional plan that will include the extended day program to ensure student achievement. Students will attend morning extracurricular activities and/or after school extended day academic courses in the areas of need to provide various opportunities for all students to enrich their knowledge and build their self-esteem. These programs will enhance our campus goal which is to increase the English Language Learner academic areas by 2 percent.</p> <p>Formative evaluation of the effectiveness of increases in learning time will be based on increases in numbers of students participating in extension 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 J.T. Canales to discuss progress towards goals. Discussions will result in decisions as to whether or not the campus is on target or 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 in alignment with the on-going job embedded professional development in which grant teachers are participating.</p>		

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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>Integrating data into the school improvement process will be a key element for student success. Therefore, BISD and J.T. Canales agree to comply with reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. J.T. Canales will develop a process for data collection and methods will be technology driven to the greatest extent possible. Surveys will be used 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.</p>		
<p>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. J.T. Canales' administration and teachers will use data to guide decision making about instruction, curriculum, and programming. Teachers will continue to be trained in data driven decision making and planning in order to be able to start implementation early in the school year. Training will consist of the types of data we will use throughout the year, strategies for analyzing and understanding results, setting goals and aligning them by campus, grade levels, and individual levels. Sources to be analyzed will be the 2008, 2009, and 2010 AEIS reports and the NCLB report cards. In addition, teachers will review specific reports such as TAKS Campus Summary Report, Test Analysis performance, Test Analysis demographics, Group summary by objective, Group summary by student expectations, Student Mastery by objective, Student Mastery by student expectations, Item analysis, Incorrect student responses, Composition Analysis. These reports will ensure teachers will use accurate and reliable data in order to guide them in decision making in order to improve student achievement.</p>		
<p>The data disaggregation will allow administrators and teachers to identify specific student needs and initiate early and adequate interventions. Teachers will observe trends and patterns in the various subgroups which consist of English Language Learners, Special Education, Gifted and Talented, and Non-Limited English Proficient. This will ensure all interventions are being implemented for all varied student needs. All teachers will be aware of their students' individual needs and will implement the proper interventions through varied instructional strategies. Students will be offered extended day activities such as tutorials, homework assistance, and extracurricular activities. J.T. Canales will provide a learning environment that is meaningful and engaging.</p>		
<p>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>		

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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).		
<p>On April 16, 2010, Debbie Alford, Principal, held a faculty meeting to discuss the grant. She listed the Critical Success Factors and a discussion ensued. At this meeting, committees were formed and chairpersons were assigned. Groups were set up to cover each area of the Critical Success Factors. Within the groups, they decided which goals to pursue citing data from test scores, CNA survey, teacher and administrator feedback, student feedback and parent feedback. For three weeks, the committees met to refine their goals and begin the activities process. The main areas of focus were: teacher wellness, teacher incentives, teacher attendance, teacher professional development and training, student standardized test scores, extended day activities, extra-curricular activities, parental support and education, and technology. All 44 teachers, including special education, dyslexia, music, and physical education were participants in a committee along with our counselor, nurse, and librarian. Each committee contained a mixture of grade levels.</p> <p>The principal, instructional facilitator, assistant principal and reading first coach monitored and assisted with each group. The chair persons would email the principal questions and comments regarding the grant. Communication was key and feedback was immediate. Teachers met on May 6 as a whole to discuss their needs and hopes regarding the grant. Teachers were well aware of the dollar amount and kept restraints on their desires. Teachers narrowed in on lagging ELL scores and stagnant standardized test scores. They focused on their well being and stress level and student apathy and absenteeism. Everyone agreed monetary incentives could boost morale. And, providing multiple opportunities for students to take ownership in their school would be essential. All agreed that parental support lacks at our campus and many who are involved don't have the "know how" to help their kids. Therefore, a GED program was found to be detrimental to the success of their children along with ESL and technology classes. There wasn't any one particular goal that stood out. It was easy for our school to set our priorities. Kids. We have to do what is best for kids even if it takes us out of our comfort zone!</p> <p>Liza Parker (4th grade) was the chair person for the Teacher Wellness Committee. This committee came into accordance that teachers' mental and physical well being will create a positive environment and enhance overall student academic success.</p> <p>Olga Pena (Kinder) was the chair of the Parent/Community Involvement Committee. They focused on parent educational opportunities that will enable parents to participate in continuing educational services. They stressed that this will benefit parents and empower them to be more involved and knowledgeable in their children's education.</p> <p>Gloria Palacios (4th grade) was the chair of the Conferences/Professional Development Committee. This committee created a goal that the campus will take part in the most recent scientifically research based strategies and techniques to increase teacher competency that will in turn improve students' performance.</p> <p>Yesenia Cortez (2nd grade) was the chair of the Technology Committee. This committee stated that by implementing technology to improve classroom performance, all certified, classified, students and parents will be able to use technology for learning and teaching.</p> <p>Angeles Perez (1st grade) was the chair for "Other Ideas" regarding climate and teacher initiatives. They agreed that the campus morale was low along with student apathy. They focused on incentives for teachers and students.</p> <p>Diana Manriquez (Kinder) was the chair for Teacher Initiatives. Their consensus was that these initiatives would exhibit improved academic performance and would incorporate physical activities with the benefits of cross curriculum learning. One program that will successfully address the needs and risk factors of the targeted population will be Theatre Arts.</p> <p>Miriam Garza (3rd grade) was the chair for Student Initiatives. They created activities for students to remain focused on school and to build self-esteem. They created the Breakfast club which will, in turn, cause all students to participate in some form of extra-curricular activities.</p>		

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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).		
Empty response area		

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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 performance rates.	TAKS Gr. 3 rd - 5 th Reading/ELA	72% sum of all grades	75%	77%	80%
2	Increase TAKS Math performance rates.	TAKS Gr. 3-5 th Math	70% sum of all grades	75%	77%	80%
3	Increase TAKS Science performance rates.	TAKS Gr. 5 th Science	75%	76%	78%	80%
4	Increase TAKS performance for LEP students tested: TAKS Reading/ELA.	TAKS, TAKS A & TAKS M Gr. 3-5 th Reading/ELA	67% sum of all LEP 3 rd -5 th grades	68%	69%	70%
5	Increase TAKS performance for LEP students tested: TAKS Math	TAKS, TAKS A & TAKS M Gr. 3-5 th Math	58% sum of all LEP 3 rd -5 th grades	59%	60%	61%
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	+01%	+02%	+03%
3	Meet or exceed state standards for instruction of Beginner, Intermediate, & Advanced ELLPS.	TELPAS	Attain: 37% Progress: 58%	+01%	+02%	+03%
4	Reduce retention rates for grades K-5	StudentPLUS database	3.2% sum of all grades K-5	-1%	-2%	-3%
5	Increase TAKS pull out participation for grades 3-5.	District Benchmark Data/AEISit Reports	50% participation	75%	80%	85%

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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	Meet AYP requirements.	NCLB AYP	Meet AYP	Meet AYP	Meet AYP	Meet AYP
2	Increase stakeholders' support of principal as instructional leader	Annual CNA Needs Assessment	75% approval rating	76%	77%	80%
3	Increase participation in district & Region I workshops, on-line courses, pd seminars, etc.	ERO & Region 1 database	25% participation	60%	70%	80%
4	Comply with all SIRC Modified Transformation Project components.	SIRC database	Subject to grant award	90%	92%	95%
5						

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	Increase extended day/week/RtI participation for Reading/ELA , Math, Science and Writing for all students, with emphasis on ELL and Special Education students in grades 3-5.	StudentPLUS database; teacher and student sign in sheets	30%	33%	35%	40%
2	Increase Saturday Academy participation for ELLP, Special Education and Regular Education students from grades 3-5	Teacher and student sign in sheets	33%	34%	35%	37%
3	Provide day/week/RtI sessions for Reading ELA, Math, and Writing for all students with emphasis on ELL and Special Education students through a pull out program in grades 3-5.	StudentPLUS database; teacher and student sign in sheets	30%	33%	35%	40%
4	Provide day/week/RtI sessions in science for 5 th grade students with emphasis on ELL and Special Education students through a pull out program.	StudentPLUS database; teacher and student sign in sheets	20%	25%	30%	35%
5	Provide a "Breakfast Club" to increase participation in extra- curricular activities for all students.	Teacher and student sign in sheets	15%	17%	18%	20%

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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	36 meetings	38	39	40
2	Increase number of parents attending parent involvement trainings, activities, conferences, etc. on campus and at district.	Sign-in sheets	25 (average) per week	27	29	31
3	Increase parent and community satisfaction with school.	Annual CNA survey	75% approval	78%	80%	82%
4	Increase parental support by providing enrichment courses in ESL and technology as well as GED for parents and community.	Sign in sheets/ certificates of completion	0% participation	10 parents	12 parents	15 parents
5	Increase parent and community volunteerism on campus.	Human Resources database; sign in sheets	5 parents daily	6	7	8

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 and maintain student attendance rates to meet state standards.	PEIMS	98%	98.5%	98.5%	98.5%
2	Decrease student discipline referrals by incorporating RAMP software to monitor teacher discipline.	PEIMS	19% of student body received referrals	18%	17%	15%
3	Increase teacher attendance rates.	BIOTECH/SEMS System	50% absenteeism by year	49%	48%	46%
4	Increase stakeholders' perception of school climate.	CNA survey	75% approval	78%	80%	82%
5	Provide a "Breakfast Club" to increase participation in extra- curricular activities	Teacher and student sign in sheets	0% participation	15%	17%	18%

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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	0%	20%	30%	35%
2	Increase participation in District and Region I professional development sessions.	ERO & Region I software	25%	50%	60%	80%
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.	Reading Smart TextHELP, epath, Envision, Living with Science, Criterion, etc. software	50% participation	55%	57%	60%
5	Compensate all certified and classified staff on the improvement of overall ELL TAKS scores by 2% in the amount of \$5000 per TAKS grade teacher and administration, \$1500 per other certified staff, \$750 per para-professional, \$500 per clerical, custodial and cafeteria support staff.	TAKS data, AEIS	50% ELL passing TAKS, sum of all grades	51%	52%	54%
6	Increase teacher and staff attendance rates by providing monetary incentives in the form of \$750 per semester for certified staff and \$375 per semester for classified staff.	BIOTECH/SEMS System	50% absenteeism by year	49%	48%	46%

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	Improve health and well being of students by incorporating the use of a playground.	Sign in sheets	DNA	20% usage	25% usage	30% usage
2	Improve health and well being of all adults by incorporating a campus wellness center.	Sign in sheets	DNA	10% usage	15% usage	20% usage

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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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
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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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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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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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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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		
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	\$2,638,165	\$	\$ 2,638,165
Professional and Contracted Services	5C 6200	\$189,121		189,121
Supplies and Materials	5D 6300	73,111		73,111
Other Operating Costs	5E 6400	184,200		184,200
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX	2,095,368		2,095,368
	Total Direct Costs	5,179,965		5,179,965
	1.334% Indirect Costs			70,035
Grand Total				
Total Budgeted Costs:		\$ 5,250,000	\$	5,250,000
Administrative Cost Calculation				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				5,250,000
Multiply by 0.05 (5% limit)				X 0.05
Enter Maximum Allowable for Administration, including Indirect Costs				\$ 262,500

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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 1: SY 2010-2011 \$1,750,000 Year 2: SY 2011-2012 \$1,750,000 * Year 3: SY 2012-2013 \$1,750,000 * * 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		
Empty space for explanation		

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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	Grant Supervisor	1			42,840
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: Reading Coach		1			221,982
23	Title:					
24	Title:					
25	Title:					
26	Subtotal Employee Costs				\$	264,822
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay			\$	\$ 163,944
28	6119	Professional Staff Extra-Duty Pay				1,757,110
29	6121	Support Staff Extra-Duty Pay				162,500
30	6140	Employee Benefits				289,789
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$2,373,343
32	Grand Total Payroll Budget (line 26 + line 31)				\$	2,638,165

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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
1.	Martha Morales Reading TNT Process/Increase reading student achievement/Training (20)			\$ 7,000	\$
2.	Martha Morales/Writing/Increase writing student achievement/Training for 3 rd and 4 th grade teachers (11)			3,150	
3.	Student CScope Curriculum/Online Gradebook			4,290	
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Subtotal					
Professional and Consulting Services Less than \$10,000				\$	\$ 14,440
Professional and Consulting Services (6219) Greater than or Equal to \$10,000					
1. Description of Professional or Consulting Service (Topic/Purpose/Service): Community in Schools					
Contractor's Cost Breakdown of Service to be Provided				# Positions	Total Contracted Amount
Contractor's Payroll Costs					
Title: Social Worker				\$ 69,000	\$
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (____%)					
Total Payment:				\$ 69,000	\$
					\$ 69,000

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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): RTI Behavior Management				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$.	\$	\$
Title: Classroom Management				
Subgrants, Subcontracts, Subcontracted Services		29,589		29,589
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 29,589	\$	\$ 29,589
3. Description of Professional or Consulting Service (Topic/Purpose/Service): Benchmark Assessment				
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		33,570		33,570
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 33,570	\$	\$ 33,570
4. Description of Professional or Consulting Service (Topic/Purpose/Service): Student Information Management and Retrieval System				
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		26,856		26,856
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:		\$ 26,856	\$	\$ 26,856
See Next Page				

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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): Region One CScope Curriculum				
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		15,666		15,666
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:		\$ 15,666	\$	\$ 15,666
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:				14,440
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:				174,681
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
Grand Total:				189,121

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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		\$	\$ 32,500		
	#	Type			Purpose	Quantity
	1	Scanners			To facilitate instructional materials	50
	2	Printers			To facilitate copies for teachers	50
	3	TV 32" DVD			To facilitate classroom instruction	50
	4					
5						
6399	Technology Software- Not Capitalized : TextHelp, CPALLS			23,511		
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:				56,011		
Remaining 6300- Supplies and Materials that do not require specific approval:				17,100.		
Grand Total				\$ 73,111		

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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) Specify purpose: 30,00 Summer Team Training, prof dev. training, Campus site trip for 7 teachers			\$	\$
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:				
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:					184,200
Grand Total				\$	\$184,200

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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					
66XX/15XX- Technology Hardware – Capitalized					
2	Apple Computers	1,200	215		258,000
3	Apple Laptops	1,200	50		60,000
4	Students Laptops	1,200	300		360,000
5	Color Printers	700	26		18,200
6	Elmo	600	15		9,000
7	Projectors	500	15		7,500
8	Laptops	1,200	24		28,800
9	IPads	500	850		425,000
10	Other				724,241
11					
66XX/15XX- Technology Software- Capitalized					
12	Software	7,500			22,500
13	GED Software	10,000			30,000
14	Ramp Program	1,500			4,500
15	CTB McGraw Hill	10,250			30,750
16	ESL Reading Smart	6,000			18,000
17	E Path	2,500			7,500
18	Eduphoria	5,000			15,000
66XX/15XX- Equipment and Furniture					
19	Theater Arts Equipment	6,500			6,500
20	Teacher Wellness	17,377			17,377
21	Music	22,500			22,500
22	Playground	30,000			30,000
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:					2,095,368

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	031-901 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:** 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 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, 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.

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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: 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:
- 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;
 - 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;
 - 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;
 - 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.

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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	031-901 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	<div style="text-align: right;"> 031-901 County-District No. </div>
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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.	<div style="text-align: right;"> <u>031-901</u> County-District No. </div>
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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	
	School Years 2010-2013	<u>031-901</u> County-District No.
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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: DNA	
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	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<div style="text-align: right;"> <u>031-901</u> County-District No. </div>
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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 Standard Application System School Years 2010-2013	 031-901 County-District No.
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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 County-District No.
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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 to 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	031-901 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 Standard Application System School Years 2010-2013	031-901 County-District No.
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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	031-901 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	031-901 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

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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 it 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--
- 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;
 - Implement a school wide "response-to-intervention" model;
 - 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;
 - Use and integrate technology-based supports and interventions as part of the instructional program; and
 - In secondary schools--
 - 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;
 - Improve student transition from middle to high school through summer transition programs or freshman academies;
 - 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
 - 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--
- 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;
 - 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;
 - 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
 - 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--
- Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
 - 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.
- Number of minutes within the school year.
 - 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.
 - Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only)
 - College enrollment rates. (High Schools Only)
 - Teacher Attendance Rate
 - Student Completion Rate
 - Student Drop-Out Rate
 - Locally developed competencies created to identify teacher strengths/weaknesses
 - Types of support offered to teachers
 - Types of on-going, job-embedded professional development for teachers
 - Types of on-going, job-embedded professional development for administrators
 - Strategies to increase parent/community involvement
 - 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 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).

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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:

- 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.
- 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.
- 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).

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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