

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	031-901
		Organization Name	County-District#
		El Jardin Elementary	105
		Campus Name	Campus Number
		74-6000-418	One
		9-Digit Vendor ID#	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	<input type="checkbox"/>
5B	Payroll Costs 6100	X	X
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 checked="" 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)
956-548-8011	956-548-8019	bspringston@bisd.us	

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.

701-10-112-259

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	031-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		
Texas Title I Priority Schools Grant Schedule #1—General Information		
Part 2: List of Required Fiscal-Related Attachments and Assurances		
For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the back of the application as an appendix.		
1 <input type="checkbox"/>	Proof of Nonprofit Status	
	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.)	
2 <input checked="" type="checkbox"/>	Assurance of Financial Stability	
	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.	
3 <input checked="" type="checkbox"/>	Assurance of Submittal of Reviewer Information Form	
	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.)	

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with by telephone/e-mail/FAX on _____ of TEA.		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013		031-901 County-District No. Amendment No.	
Texas Title I Priority Schools Grant Schedule #1—General Information					
Part 3: Applicant Information					
Local Educational Agency (LEA) Information					
LEA Name					
Brownsville Independent School District					
Mailing Address Line - 1		Mailing Address Line - 2		City	State
1900 Price Rd.				Brownsville	Texas
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	
El Jardín Elementary				031-901-105	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
6911 Boca Chica Blvd.				Brownsville	Texas
					Zip Code
					78521
Applicant Contacts					
Primary Contact					
First Name	Initial	Last Name			Title
Esmeralda	G.	Tamez			Principal
Telephone	Fax	Email			
956-466-2525	956-831-6024	egtamez@bisd.us			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
6911 Boca Chica Blvd.		Brownsville	Texas	78521	
Secondary Contact					
First Name	Initial	Last Name			Title
Aidee		Vasquez			Instructional Facilitator
Telephone	Fax	E-mail			
956-459-2267	956-831-6024	aivasquez@bisd.us			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
6911 Boca Chica Blvd.		Brownsville	Texas	78521	

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	031-901 County-District No. Amendment No.				
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.						
<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Schedule #1—General Information <input type="checkbox"/> Schedule #3—Purpose of Amendment <input type="checkbox"/> Schedule #4—Program Requirements <input type="checkbox"/> Schedule #4A—Program Abstract <input type="checkbox"/> Schedule #4B—Program Description <input type="checkbox"/> Schedule #4C—Performance Assessment and Evaluation <input type="checkbox"/> Schedule #4D—Equitable Access and Participation </div> <div style="width: 50%;"> <input type="checkbox"/> Schedule #5—Program Budget Summary <input type="checkbox"/> Schedule #5B—Payroll Costs 6100 <input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200 <input type="checkbox"/> Schedule #5D—Supplies and Materials 6300 <input type="checkbox"/> Schedule #5E—Other Operating Costs 6400 <input type="checkbox"/> Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629) </div> </div>						
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		\$	\$	\$	\$

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	<u>031-901</u> County-District No. _____ Amendment No.
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>		

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	031-901 County-District No. Amendment No.
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	

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	031-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.			_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
1 4	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	
1 5	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	
1 6	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	
1 7	If the LEA/campus selects to implement the turnaround model , the campus must implement the following federal requirements. <ul style="list-style-type: none"> a. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; b. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. c. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and i. Provide appropriate social-emotional and community-oriented services and supports for students. 	Program Assurances	

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	031-901 County-District No. Amendment No.
Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
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	

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ of TEA.		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	031-901 County-District No. Amendment No.
Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
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	

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	031-901 County-District No. Amendment No.
Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
2 3	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.	Program Assurances	
2 4	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.	Program Assurances	

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	031-901 County-District No. Amendment No.
Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
2 5	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	
2 6	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. 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.		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	031-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.			_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 4: TEA Program Assurances			
#	TEA Assurance Description		
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the <u>transformation model</u> , 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 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		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	031-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.			_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 4: TEA Program Assurances			
#	TEA Assurance Description		
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.		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	031-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.			_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 4: TEA Program Assurances			
#	TEA Assurance Description		
1 3	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.		
1 4	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.		
1 5	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.			

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	031-901 County-District No. _____ Amendment No.
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>As a Tier 3 eligible campus, El Jardin Elementary will implement the TEA transformation model with the exception of replacing the school leadership. The school's goals for student success are aligned to those of the BISD Board of Trustees and this grant's. El Jardin's goals for mastery of TAKS indicate that a minimum of 90% of all students and each student group tested will demonstrate mastery of TAKS in reading, math, science, and writing. BISD's goals state that all children will be taught, will learn, and will perform at/above their academic levels in all core subject areas and the district will eliminate student achievement gaps in the areas of gender, socio-economic levels, ethnicity, and program specific populations (LEP and special education). Both of these mirror the TTIPS goals for significant and intense restructuring of schools to raise substantially the achievement of all students thereby making adequate yearly progress (AYP), reducing dropout rates, and increasing graduation rates and college and work-force readiness. A TTIPS grant milestone targets improving school climate. El Jardin's Campus Improvement Plan (CIP) also addresses school climate, attendance (+98%), discipline referral reduction, and increases in extra-curricular activities while BISD school climate goals revolve around providing a safe, clean, and orderly learning environment for every child and staff member as a means of optimizing the teaching and learning process. Two TTIPS grant milestones revolve around increasing teacher quality and leadership effectiveness. El Jardin's CIP strategies and activities all include professional development activities for teachers, staff, and leadership aligned to the campus performance objectives. BISD's goals also mirror these significant components of restructuring for excellence in the following manner: "The District will recruit, hire, value, and retain highly qualified and experienced personnel who will ensure that all students' educational needs are met and that all children achieve on grade level." Finally, the Board of Trustees goal of "implementing parent, business, and community involvement partnerships essential to enhancing the overall quality of our students' education and fomenting every child's academic success" is also reflective TTIPS milestone (6) of increasing parent/community involvement opportunities for input, and effective and accessible communication and community services. The El Jardin CIP articulates the same goal/milestone with the following: "...minimum of 10% increase in the area of parental and community involvement." El Jardin Elementary hosts 772 students, grades PreK-5, and 36 students, in the Early Childhood program. Of these, 99.5% are Hispanic, 95.2% are low SES, 57.5% are LEP, and 78.7% are at-risk. Although the campus was rated "Recognized" in the 2008-2009 State Accountability System (AEIS), only 12 of the 35 special education 3rd, 4th, and 5th graders tested (TAKS) met the standard. Recognizing that that is an unacceptable situation and that El Jardin has failed in its attempts to meet its own goals, the Board of Trustees goals and state and federal goals, the campus hereby commits to implementing the following reform strategies that will result in substantially improved student achievement. 1) Campus leadership training with on-going job embedded professional development. 2) Quality, research-based teacher training and retraining not only in the areas of academics but also in the areas of a) sensitivity, b) hands-on strategies for special needs students, c) engaging the reluctant learner, d) data-driven decision-making in the areas of instruction, alignment, data disaggregation, interventions, and e) technology tools to enhance student understanding and success. 3) Student learning time (full-day Pre-K & extended day K-5) and staff collaborative planning time increases. 4) Research-based resources in the areas of technology, hands-on manipulatives, benchmark tools, software programs. 5) Additional staff support/Reading Coach. 6) Technical assistance (SIRC, Region I, UT Houston). 7) Discipline management/school climate restructuring & research-based programs. 8) Increases in community and parental support and collaborative planning/decision-making and partnerships (Communities In Schools).</p>		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ of _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	031-901 County-District No. _____ Amendment No.													
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	68	108	124	101	100	131	104								736
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	736
Note: El Jardin Elementary has an additional 36 students enrolled in a Three Year Old program.															Total Instructional Staff 55
															Total Support Staff 30
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	Texas Education Agency Comprehensive Needs Assessment Model.														
2	<u>Demographics:</u> All down by ethnicity, gender, SES, LEP, at-risk, special education, migrant, and LEP categories (B/I/A). Enrollment/ trends. Mobility rates, Special programs enrollments (GT, UIL, chess, art, music). Over/under representation in programs according to gender, special education, dyslexia, 504, LEP & at-risk criteria. Success levels of students exited from LEP, bilingual, special education, and dyslexia. Staff demographics, teacher student ratios and evaluation of how staff demographics and ratios impact (current & historically) student success.														
3	<u>Student Achievement:</u> TAKS, TPRI/Tejas LEE, SELP, AMOS, benchmark assessments, TELPAS, data sources disaggregated by ethnicity, gender, SES, LEP at-risk, special education, migrant & LEP. Growth, regression, stagnation trends. TAKS commended performance trends overall & by population.														
4	<u>School Culture & Climate:</u> Student, staff, parent & community surveys. Ascertain how stakeholders describe school climate. personal safety, discipline, physical environment, cleanliness, respectful atmosphere, sense of belonging & support and overall culture. Attendance/tardy rates. Discipline referrals trends.														
5	<u>Staff Quality, Recruitment, & Retention:</u> Highly qualified teachers & staff. % of Masters Degree teachers. Staff attendance, retention, & turnover rates. Process for aligning professional development to student needs.														
6	<u>Curriculum, Instruction and Assessment:</u> Adherence to state/district curriculum/TEKS & C Scope. Degree assessment results used to drive curriculum & instruction. Degree course corrections are made, tutorials planned, etc. based on benchmark results. Determination of tutorials, Tier 2 interventions, etc. high impact/high yield results. Determination of student engagement/ownership in the learning process.														
7	<u>Family & Community Involvement:</u> Services available to support families. Number & quality of activities for parents & parental involvement. Quality & quantity of services to parents of students in special programs. Number and quality of community partnerships.														
8	<u>School Context & Organization:</u> Degree/quality of support from central office. Degree/quality of teacher teams' collaborative work and vertical/horizontal alignment of curriculum, tutorials, etc. Degree to which student and staff schedules maximize student success. Degree of staff's commitment to/belief in students.														
9	<u>Technology:</u> What technology is currently in use? How outdated/up-to-date is it? Technology literacy level of teachers & staff. % of use of technology per teacher per instructional unit. Degree of technology use by students.														

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	031-901 County-District No. Amendment No.
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>El Jardin Elementary will use the Texas Education Agency, Region 20, NCLB Comprehensive Needs Assessment (CNA) Model. This is a five step process which ultimately links needs assessment results to the review and development of annual campus goals and a campus improvement plan. The five steps are: 1) Review the purpose and outcomes for conducting the CNA. 2) Establish committees for each area (demographics, student achievement, school culture/climate, family/community involvement, school context/organization, and technology. 3) Determine which types of data will be collected and analyzed by each committee to develop the school profile. 4) Determine areas of priority and summarize needs. 5) Connect the CNA to the campus improvement plan development and review process.</p> <p><u>(Step 1)</u> The administrative team will thoroughly plan the process, set short and long-term timelines, prepare presentation and data collection tools, and introduce the campus's Site-Based Decision-Making committee and the school-as-a-whole to the process. A high level of buy-in of all stakeholders and their enthusiasm to participate is critical to success! Stakeholders must clearly understand what will be accomplished through this process, what their involvement will be, and how outcomes will be communicated.</p> <p><u>(Step 2)</u> To facilitate the process and ensure buy-in from stakeholders, all staff and other potential members will be organized into committees. Some staff members may prefer to volunteer for a particular committee while others may wish to await an appointment. However, it will be the responsibility of campus leadership to ensure that each committee contains representatives from a cross-section of the school and community. Special consideration will be given to ensuring that there is diversity on each committee to challenge assumptions and stimulate discussions. Some of the teachers, administrators, pupil services personnel, technical assistance providers, parents, and community representatives on each committee should have expertise in the particular area of study and there should be members on each committee who have experience in group facilitation, consensus building, data analysis, collaboration and coordination. It is anticipated that more than 75% of the staff will be actively engaged in the process.</p> <p><u>(Step 3)</u> Once the committees (demographics, student achievement, school culture/climate, family/community involvement, school context/organization, and technology) are formed and a chairperson has been selected, each will determine what data and types of data should be collected and analyzed to provide key information regarding the strengths and needs of the school. Data collection must be purposeful and sufficient to assessing the needs of the campus but not so massive that it is difficult to determine what are the key factors contributing to and hindering student success. Sound data sources to be reviewed by each committee are found on the previous page (17). Campus administration will engage the support of central office in reorganizing the data collected into charts, graphs, tables etc. to facilitate analysis. It is critical to the success of the process that informed decisions are made based on data rather than on assumptions or perceptions. However, it is the function of each committee to report the data, not to identify solutions. Each committee will complete its work by writing its narrative which tells the story that the data presents and will use varied formats to illustrate findings.</p> <p><u>(Step 4)</u> Based on the committees' findings and summary reports, the school-as-a-whole in conjunction with the Campus Site-Based-Decision-Making team will study the evidence to determine what the strengths and needs of the campus are, what the priorities are, what pieces of evidence are impacted by other pieces of evidence, and whether or not any additional information is needed. Informed decisions need to be made regarding which CNA priorities will be dealt with to impact continuous improvement.</p> <p><u>(Step 5)</u> The data-driven priorities become the basis of the school's plan for transformation. The TEA CNA process tools will be used to match objectives and research-based strategies, programs, activities, and resources to the school's greatest areas of need of improvement/priorities (ie.: special education TAKS scores) and package all into an Campus Improvement Plan. Critical to this step is the linking of all NCLB expenditures to the CNA priorities and the annual Campus Improvement Plan as well as the initiatives used to ensure that all students meet challenging academic and performance standards. Periodic reviews will be conducted to ensure that significant and deliberate progress toward meeting the CNA priorities is being made, whether or not course corrections are needed, and whether or not new priorities (ie.: changes in state assessment requirements) may be found to be emerging.</p>		

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	031-901 County-District No. Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description			
Part 1: Comprehensive Needs Assessment Cont.			
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.			
1	Campus Leadership Team (Principal, Assistant Principal, Instructional Facilitator).		
2	Teachers.		
3	Support Staff: Paraprofessionals, clerks, custodians, cafeteria workers, and transportation personnel.		
4	Parents. Immediate and extended family.		
5	Community representatives.		
6	Area business representatives.		
7	Central Office Staff: Curriculum and Instruction , assessment, finance, budget, special services, gifted and talented, at-risk, bilingual, migrant, and early childhood.		
8	Board of Trustees.		
9	Superintendent of Schools.		
10	Cluster Area Assistant Superintendent.		

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	031-901 County-District No. _____ Amendment No.
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, home to over 48,000 students and close to 7000 employees, of necessity has an infrastructure designed to support its 36 elementary campuses, 10 middle schools, 5 high schools, and 4 alternative/school of choice campuses. While it simultaneously boasts a below-state average of administrative costs (BISD: 6.93%. State: 11.05%. 2006 FIRST data), the District does have highly capable, efficient, and effective support personnel to work with campuses in finance, curriculum and instruction, supplemental services, transportation, food services, health services, etc. BISD's organizational chart, in addition to the departments necessary to the functioning of a Texas ISD, maintains the following departments which exist mainly to support campuses and students: Federal Programs, State Comp., Migrant Education, Advanced Academics, Assessment/Evaluation/Research, Bilingual Education, Career & Technical Education, Special Services Department, Dyslexia, Fine Arts Department, Guidance & Counseling, Homeless Youth, RtI, Instructional Technology, Parental Involvement, Police & Security Services, and Wellness. The District 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 an Area Assistant Superintendent and each cluster is identified by its High School's name. Thus, BISD is comprised of the Hanna, Lopez, Pace, Porter, and Rivera cluster schools. Additionally, the Curriculum and Instruction Department has 5 ELA, 5 math, and 5 science curriculum specialists who each serve one of the clusters. The Bilingual Education, Advanced Academics, Special Services, and Human Resources departments also have personnel (lead teachers or specialists) each individually assigned to one cluster. Thus the District is organized in a manner that facilitates the provision of adequate resources and related services to support the campus in its reform efforts. The infrastructure is, of its very nature, designed to help the campus fully and effectively implement the required activities of the school intervention model selected, Tier 3 Modified Transformation. Curriculum and instruction ELA, math, science, and social studies specialists are experts in their fields. Additionally they attend all state trainings and in many cases, are trainers of trainers in the TEKS, revised TEKS, CScope curriculum and instruction model. They are knowledgeable of all the intricacies of the TAKS, are industriously staying on top of each piece of end-of-course information and legislation, are highly competent in the disaggregation of assessment data, and are conscientious on obtaining resources, manipulatives, technological advances etc. for each student population served by BISD. These curriculum specialists, as well as the lead teachers in Bilingual Education and Advanced Academics are required to be on the campuses they serve Monday through Thursday of each week. They design their services in collaboration with the Cluster Area Assistant Superintendent and the campus leadership team, principal and dean of instruction/instructional facilitator. They model lessons, do walk-throughs, meet with teachers for collaborative planning and/or as per individual need, help with the disaggregation of data and train. Additionally, the District has approximately 5-6 locations for TETN video conferencing (via polycom). This has greatly enhanced BISD's capacity to stay up-to-date and participate in state and regional Service centers trainings and conferences without having to travel long distances. It also enhances the capacity to have more individuals receive first-hand information. Of significance also, is the role that the At-Risk and Federal Programs departments play in supporting schools. These departments' expertise in meeting federal and state guidelines is shared both horizontally and vertically with the schools and the other BISD departments serving the schools. The BISD high schools have made significant gains in reducing drop-out rates mainly because of the support systems that these programs have initiated. Each high school campus currently has its own drop-out prevention specialist, a parole officer, a Communities in School social worker, and an at-risk counselor. These individuals are trained by and meet with district administrators on a regular basis. Campuses thus have empowered staff members focusing on these critical components of successful school reform. Probably BISD's greatest resource for campuses is its high level of commitment on the part of each and every staff member and its deep-rooted sense of community. </p>		

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	031-901 County-District No. _____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
CAMPUS: <p>After learning about the grant and since communication is the foundation of effective partnerships, the Campus Leadership Team (CLT) met and began planning how to involve all stakeholders. The CLT decided they would share the grant details with all teachers, staff, and parents. A teacher/staff meeting was held on April 22, 2010, in which the Instructional Facilitator and Principal explained the grant and the reasons why El Jardin Elementary qualified. As a result of this meeting, the Instructional Facilitator sent out an e-mail directing the lead teachers to create a list of the school's areas needing improvement. The list was also to include items/resources/ideas that would improve the following critical success factors: academic performance, increase teacher quality, improve school climate, increase leadership effectiveness, increase the use of quality data to drive instruction, increase parent/community involvement, and increase learning time. The grade levels met to discuss and create a list of how all of the aforementioned success factors could be addressed. They submitted the list along with an explanation as to how the listed items would address each of the critical success factors.</p> <p>Thirty years of research confirms that family involvement is a powerful influence on children's achievement in school (Eagle, 1989; Henderson & Berla, 1994; U.S. Department of Education, 1994; Ziegler, 1987). Developing effective partnerships with parents, requires that all school staff (administrators, teachers, and support staff) create a school environment that welcomes parents and encourages them to raise questions and voice their concerns as well as to participate appropriately in decision making. The Instructional Facilitator at El Jardin Elementary contacted the parent liaison and parents to share the grant details. This led to weekly meetings in which parents discussed different ways to impact student achievement. Parent volunteers at the campus were then asked to also provide input on items they felt would make them better parents and ways to better serve our school, students, and community. They provided the list to the Instructional Facilitator. Additionally, of course, El Jardin's test scores are also of significant import in the securing of this grant and the reason for the school's eligibility. Administration and faculty reviewed once again the overall test scores, but most significantly, the special education test scores that created the school's grant eligibility. The root cause of eligibility is the discrepancy between the number of special education students tested with the state accountability instrument and the number of special education students who met the state standards. As such, that root cause is the main focus of this grant application. Over 75% of the campus staff was involved in these processes.</p>		
DISTRICT: <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' 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 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 7-11 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>		

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	031-901 County-District No. Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
<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. Some, such as graduation requirements, promotion/retention requirements, grading procedures, attendance, and state requirements (SSI, OEYP), campuses adhere to strictly and changes occur when a state mandate is in effect or when the Board of Trustees approves administration's recommendations for change. For example, BISD's grading procedures and its secondary Course Listing Guides are reviewed annually. That initiative is begun at the District level in the department of Curriculum and Instruction. Department personnel request feedback from campuses regarding recommendations for change. Meetings are held in which recommended changes are discussed (district and campus leadership teams) and consensus is reached. The agreed-upon changes are then submitted to the Board of Trustees (at a regularly scheduled meeting) for endorsement. The LEA will modify any practices and/or policies to ensure full and effective implementation of the Tier 3 Modified Transformation Model accordingly. Cluster Area Assistant Superintendents will work in collaboration with their campuses and the appropriate BISD 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 students and enhance their on-grade-level academics, their graduation rates, and their preparedness for college/work force readiness. Simultaneously, BISD provides a significant level of empowerment to campuses in deciding the daily operations of their sites and in the implementation of success-driven research-based initiatives. Campuses set their own extended day/extended week and zero-period schedules as to dates and time based on student needs. They have flexibility in the budgetary process and make decisions regarding placement of state, local, and federal monies in instructional categories which will impact their areas of need as indicated by their annual comprehensive needs assessment priorities setting process. Thus, some campuses may devote more budgeted funds to extended day and/or week services to students while others may elect to use significant chunks of funds for professional development/training in subject-specific pedagogy, differentiated instruction, or a deeper understanding of the community served by the school. 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. Campuses make the decisions as to where the budget allocations for the site are to be placed. Additionally, they have the flexibility to make budget changes/amendments as needed throughout the year in the event that changes are needed due to course corrections discovered via the monitoring of the campus improvement plan, etc. Grant campuses will also have flexibility in implementing any SIRC initiatives instead of the district ones, ie., discipline programs. As stated, it is one of the functions of the Cluster Area Assistant Superintendent to support campuses, provide guidance to them, and facilitate their requests for assistance and building capacity. In the area of Human Resources, BISD principals recommend staff for promotion, extended day/week services (with compensation/\$35/hr.), non-renewal, and hiring. The campus leadership team engages teacher committees when searching out candidates for hire and BISD also uses campus teacher committees' input in searching for a new campus principal. In the area of curriculum and instruction, BISD's curriculum is Texas Collaborative, CScope. Campuses have flexibility and are highly encouraged to supplement that curriculum source with lessons, activities, and materials designed to meet all students needs, especially the LEP and special education students. Campuses set their own benchmark testing schedules and are provided some flexibility in implementing the district benchmark schedule also. Each campus decision regarding benchmark testing must be made in light of how the data will drive instruction and whether or not it the testing results in significant interventions which students respond to positively and which have immediate impact on success. </p>		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	031-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>CAMPUS: El Jardin Elementary receives funding from sources such as Title I and Title III. Both of these funding sources are aligned with the school improvement intervention model at El Jardin Elementary. Title I provides financial assistance to schools with high numbers or high percentages of low socioeconomic students to help ensure that all children meet challenging state academic standards. The school improvement intervention will be aligned to the aim of Title I, which is to bridge the gap between low-income students and other students. Aligning the school improvement intervention with Title I resources will allow El Jardin Elementary to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessments. In addition, Title I funds can be used to improve curriculum, instructional activities, counseling, parental involvement, and increase staff and program improvement. These improvement areas align with the school improvement intervention model El Jardin Elementary will be implementing. Title III funds address language instruction for English Language Learners (ELLs). This is another resource that is also aligned with the El Jardin Elementary school improvement intervention model. These funds are currently being used for ELL after school or Saturday educational programs, professional development for Bilingual teachers, parental involvement activities designed to assist parents of ELLs to help them work with their children to improve their child's achievement, and support for parental resource centers so they can address the needs of parents of LEP students. All of the aforementioned are areas that will be targeted with the schools improvement intervention plan.</p> <p>DISTRICT: The Brownsville Independent School District has a long and successful history of aligning all resources, federal, state, local, and community, to its efforts of support for campuses in improving instruction and achieving educational excellence. Currently, the District has already achieved a significantly high level of alignment of resources to need. With all 5 high schools on Stage 3 AYP due to graduation rates, it became clear approximately two years ago that a new model for addressing graduation rates was needed. A task force was formed and their recommendations funded by pooling resources. The State Comp. budget allocated funds to each campus to hire not only an at-risk coordinator but also an at-risk counselor. The campus at-risk coordinator (State Comp. funds), PEIMS supervisor (local funds), attendance liaison (Title I funds), and at-risk counselor (State Comp. funds) work as a team recruiting students, re-engaging drop-outs, and targeting at-risk of dropping out students for immediate and deliberate fast-track interventions. All of these also work closely with the District at-risk coordinator who shares best practices, research-based findings, and effective ways of reengaging students in schools. Additionally, a Memorandum of Understanding with the District has enabled the local Juvenile Justice Department to station probation officers at each the five high school campuses at no cost to the District. One last contributing entity to this endeavor is a "Communities In Schools" presence on each campus which also works with these disadvantaged students and their families. A high level of coordination is required to ensure that each of these entities is working with, not against or in duplicated efforts, the team as a whole. Success is measurable. Dropout rate has decreased .2%, graduation rates have increased 4.4%, and completion rates are up 3.8%. Another evidence of aligning resources is the BISD Dual Enrollment program. The University of Texas at Brownsville has greatly reduced fees for BISD students participating in dual enrollment courses. Since BISD pays all expenses, books, tuition, etc. this is a significant contribution on the part of the University. Currently, approximately 3,050 BISD high school students are taking a total of 4,500 dual enrollment courses. The annual Superintendent's Scholarship Golf Tournament brings in approximately \$100,000 for scholarships for high school seniors. Golf participants are mainly community architects, construction companies, and bank employees in addition to a wide variety of community members. The Adopt-A-School Program is also alive and well in BISD and community restaurants, stores, and even elected officials share financial and personnel resources with the BISD campuses that they adopt. In return, one can view students' art work, poetry, etc. when frequenting these public entities.</p>		

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	031-901 County-District No. _____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>The El Jardin Elementary Grant Project Manager position will be advertised with prerequisite qualifications and a job description posted as is the case with all BISD hires. Human Resources posting timelines and requirements will be met as well as timelines and procedures for recommendation for hire. The position of Grant Project Manager will require the following qualifications:</p> <ol style="list-style-type: none"> 1) Masters' Degree; 2) Experience with budgets, budget amendments, budget changes; 3) Experience with supervision of instruction/programs; 4) Experience with using data to identify whether research-based and vertically aligned program is effectively meeting campus, state and local standards and goals; 5) Experience with analyzing data and teaching staff to analyze formative, interim, and summative assessment data and use results to inform and differentiate instruction in order to meet the academic needs of individual students; 6) Experience with planning for and ensuring that all technical assistance from SIRC and other support agencies is on target, intense, laser-like, and precise according to campus needs; 7) Experience with formative and summative assessment models, multiple observation-based assessments, etc and tools of high quality and which reflect the student-growth factors; and 8) A deep understanding of the community served by the school. <p>The Campus Grant Project Manager will be required to:</p> <ol style="list-style-type: none"> 1. Ensure that all grant activities are administered in accordance with all applicable statutes, regulations, program plans, and requirements. 2. Meet all local and state imposed reporting and evaluation deadlines. 3. Cooperate in carrying out any and all evaluation components required by TEA, make reports and back-up information available to all sponsoring agencies, and maintain records as required. 4. Conduct formative and summative evaluations to ensure that: <ul style="list-style-type: none"> • Training and mentoring activities are developing and increasing teacher and school leader effectiveness; • Multiple observation-based assessments of performance and ongoing collections of professional practice reflect student achievement and increased high school graduation rates; • Ongoing, high-quality, job-embedded professional development is aligned with the school's comprehensive instructional program; • All financial incentives, increased opportunities for promotion/career growth, and flexible work conditions being implemented in a manner that recruits and retains highly qualified staff with the skills necessary to meet the needs of students; • Monitor established schedules that provide increased learning time as per grant requirements; • Monitor ongoing mechanisms for family and community engagement as per grant requirements; and • Monitor follow-up training in subject area TEKS, technology, advanced coursework, credit-recovery programs, etc. for fidelity to plan and impact on student success. 5. Attend all orientation meetings, technical assistance meetings, and other periodic meetings and/or conferences required by SIRC and/or TEA pertaining to grant implementation and pertaining to the sharing of best practices. Facilitate and help coordinate collaborative efforts between District and the campus. 		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	031-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		Amendment No.

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

Part 2: Project Management Cont.

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

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

BISD will structure the office of the Area Assistant Superintendent of Cluster Schools to support the campus school improvement efforts. The District is organized into the Cluster/Feeder school concept. Elementary school students feed into middle schools in their 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 an Area Assistant Superintendent. This Cluster Area Assistant Superintendent will be the grant's shepherd-the district-level individual who will ensure that the campus has the support and assistance needed to build capacity and ensure that these grant funds are used to implement, fully and effectively, the required activities of the Tier III Modified Transformation reform model. The Cluster Area Assistant Superintendent reports directly to the Superintendent of Schools, thus facilitating communication regarding program needs and removing any barriers that layers in an organizational chart often imply. This Cluster Area Assistant Superintendent has first-hand access to Federal Programs, State Comp., Curriculum & Instruction, etc. program administrators which will greatly enhance the individual's ability to provide adequate resources and related support to the campus. Furthermore, this individual participates in all BISD Board of Trustees meetings and has the right/first-hand access, under the approval of the Superintendent, to submit recommendations to the Board of Trustees. This will greatly facilitate any policy or procedural changes and/or budget changes incumbent on the grant's full implementation of a rigorous high-powered reform model. This individual has a first-hand working knowledge of the Brownsville community, serves, at the will of the Superintendent, on a variety of district and local committees, and relates to all levels of stakeholders, students, parents, teachers, support staff, business and community members, on nearly a daily basis. The Cluster Area Assistant Superintendent will be the individual who 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. This person will also shepherd the campus in its analysis of its needs, ensure that its comprehensive needs assessment process results in the delineation of priorities, and that the delineation of priorities is transformed into operative goals and objectives which mirror a deep and lasting reform of all components of the school. This District Shepherd will be the go-to person at the District level for support, encouragement, resources, redirection, and inspiration for deep-seated reform. The Cluster Area Assistant Superintendent will work very closely with the campus principal and the instructional leadership team to develop and increase teacher and school leader effectiveness. The District Shepherd will help inspire staff and model high expectations for student achievement, professional practices, research-based best practices strategies, and vertical alignment of curriculum from grade level to grade level. This individual will be an expert in collaboration, instructional management, use of data to drive all campus decisions, job-embedded professional development, differentiated instruction, and laser-like school reform. This individual will be an individual with successful campus instructional leadership experience as well as an individual with a heart firmly implanted in the Brownsville community and its most valuable resource, its children. In summary, the District Shepherd is invested. The individual views this role as an integral part of the job responsibilities, feels responsible for the transformation process, has a direct line of contact with the Superintendent, has authority to influence central office departmental procedures, has experience as a building principal, views self as a positive change agent, and possesses effective communication skills. Roles and responsibilities include: 1) ensuring that the campus is provided operational flexibility, 2) providing for the effective implementation of all components of the transformation process, 3) monitoring the progress of 90-day action plans, 4) regularly communicating with and scheduling meetings with the transformation campus, 5) removing LEA barriers that may hinder the transformation process, 6) providing support and feedback to the principal and teacher leaders when needed or requested, 7) taking an active role in problem-solving with the principal and teacher leaders, 8) attending campus leadership meetings, 9) assisting in recruitment of qualified staff, and 10) assisting in increasing parent & community involvement and positive school culture.

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	031-901 County-District No. Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>The Brownsville Independent School District has the capacity to sustain the campus reform efforts after the grant funding period ends. With nearly \$28,000,000 in Title I Regular funding and \$45,000,000 in State Comp. 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.) 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. BISD was one of the first to implement CScope in math, science, ELA, and social studies. Currently campuses use an on-going monitoring instrument known as EDUPHORIA which is used by campus instructional leadership teams in their visits to classrooms, conversations with teachers about improvement, and which is also tied in directly to the District's Teacher Appraisal Instrument. CScope based walk-through forms are an integral component of the software which enables instructional leaders to input data about classroom walk-throughs and visits into the system immediately and also allows the observed teacher the opportunity to provide immediate feedback, respond to questions, and request further assistance and/or clarification.</p> <p>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. 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>		

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	031-901 County-District No. _____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>Brownsville Independent School District requires all external providers of services or products to either respond to an RFP, RFQ, or be on the state's approved vendor list. Therefore, Region XIII's School Improvement Resource Center, as a state-approved vendor, has 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. Thereafter, vendors already on the District's annual vendor list for services and/or resources will also have to meet the criteria of being screened by the District for quality, research-based, scientifically-researched best practices. 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>		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	031-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
Site visits to other campuses successfully implementing the Tier 3 Modified Transformation model or other initiatives which have resulted in high student performance, extraordinary success with on-grade level instruction (as reflected by TAKS Commended scores) and high levels of success with LEP and Sp. Ed. TAKS scores will be allowed. Sites will be selected by the campus and approved by the campus' District Shepherd based on the following criteria:		
<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). 		
Visitation sites 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. Once a site or sites have been selected for visitation, permission, of course, must be secured from the campus principal as well as the Cluster Area Assistant Superintendent. Dates and times must be agreeable to both groups and visiting participants must complete BISD professional leave paperwork and have it approved prior to departure. Depending on the size of the visiting group and the campus to be visited, as well as the scope of the visit (academic subject or grade level specific vs. overall school climate visit), visitors might be scheduled in teams and/or for specific blocks of time. Regardless of the details, the visit must be well coordinated, have a goal/end product well specified, and not overburden neither the visited nor the visitor. While the details of each visit are dependent upon the desired outcome, the following is a list of possible critical "look for-s" and "listen for-s" during the visit:		
<ol style="list-style-type: none"> 1) 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? 2) Is there sufficient flexibility and sustained support for implementing the strategies? 3) Are teachers provided ongoing, intensive technical assistance in implementing the strategies? 4) Is there evidence that the strategies were provided sufficient financial support for full implementation? 5) Are staff members committed to the implementation? What is the level of buy-in for impacting student success? 		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	031-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Lack of Capacity -- If the LEA is not applying to serve each Tier I school (Is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.		
<p>NOT APPLICABLE (NA)</p> <p>The Brownsville Independent School District does not have any Tier I or Tier II eligible campuses.</p> <p>All 20 BISD Tier III campuses are submitting grant applications.</p> <p>Brownsville ISD has the capacity to serve each campus applying for grant funding and is fully committed to serving each campus awarded a NOGA.</p>		

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	031-901 County-District No. _____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 3: Intervention Model		
Section A: Intervention Model Selection Process		
Intervention Model to be Implemented – Indicate the model(s) being <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.		
<input type="checkbox"/> Turnaround <input type="checkbox"/> Closure <input type="checkbox"/> Restart <input type="checkbox"/> Transformation <input checked="" type="checkbox"/> Tier III Modified Transformation		
<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 <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>		
<input type="checkbox"/> The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE		
Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	031-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		Amendment No.

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

Part 3: Intervention Model

Section B: Model Selection Process –Describe in detail:

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

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

El Jardin Elementary school is identified by the grant specifications as a Tier 3 campus. Therefore, El Jardin Elementary will use the SIRC Tier 3 Modified Transformation School Intervention Model aligned to the identified needs of the campus. El Jardin Elementary is a recognized school under the Texas AEIS accountability system. Furthermore, it is labeled "met AYP" under the federal accountability system (AYP). However, El Jardin Elementary and BISD readily recognize the gap between the success rates of its LEP and Special Education populations and the general population, recognizes that scores are not on-level, aims at increasing commended TAKS scores, and therefore, eagerly anticipate grant funds designed to help close those achievement gaps and meet and exceed federal and state expectations regarding student success. Looking at the "Big Picture View" of the Transformation model, one realizes immediately that El Jardin Elementary 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. BISD has a very strong and passionate stakeholder commitment to implement the SIRC/TEA Modified Transformation Model and has the capacity to implement fully and effectively this model at El Jardin Elementary school. BISD will meet and comply with all the required activities of this rigorous intervention model and will expand it with permissible activities for the selected model. All SIRC and TEA Modified Transformation Model components will be met. **1)** Esmeralda Tamez, principal is to be retained. Mrs. Tamez is a highly committed instructional leader who has exceeded previous administration's high standards for excellence in the service of students and is only in his/her third year servicing the campus. Over the past three years, improvement has been made in the following areas: Maintain a 91% in Reading for grades 3-5 in the 2008 and 2009 school year; Gained 2 points in Mathematics in grades 3-5 (80% to 82%); Maintained a 93% in Writing in 4th grade for the 2008 and 2009 school year; Increased in 5th grade science by 4 points (74% to 78%). **2)** Rigorous, transparent, and equitable evaluation systems for teachers and principals will be used. BISD currently uses the TEA teachers' PDAS system and a district instrument for principals. District enhancements include the use of EDUPHORIA software for immediate turnaround of observation data, facilitation of communication and collaboration. **3)** Reward or remove school personnel based on student performance. The campus currently has many reward systems in place and looks forward to expanding its repertoire. Teachers are paid stipends for professional development trainings, have opportunities to travel to out-of-district/state trainings, and are provided with many non-monetary incentives throughout the year. **4)** Provide job-embedded professional development. There will be more effective and research-based professional development in the area of effective instructional strategies for special education and LEP students. Teachers will be trained in the use of a variety of instructional tools, software, mobi-pads, etc. designed to capture the attention of a learner with disabilities or disadvantages and a greater level of collaboration will occur regarding services to LEP and Special Education students. **5)** Implement strategies to retain staff. El Jardin Elementary only lost three employees to retirement or relocation at the end of 2009. Staff recruitment is not an issue because current teachers remain on campus due to the high level of satisfaction they are experiencing in working with their students, colleagues, and leadership. **6)** Use data to identify and implement research-based instructional programs. In addition to benchmark testing, TMSDS, WebCATT, release TAKS tests, AMAO, TELPAS, TPRI/Tejas LEE, and PBMAS, other data sources will be reviewed and used to develop Tier 2 & 3 interventions. **7)** Promote continuous use of student data to differentiate instruction. Teachers will become proficient in the differentiation of instruction to improve academic excellence of each and every child individually. **8)** Provide increased learning time in terms of extended day, extended week, and extended year services. **9)** Provide ongoing mechanisms for family and community engagement. The campus looks forward to a new initiative with Communities In Schools to strengthen its family and community ties and commitment. Give the school operational flexibility. BISD commits to providing flexibility to operate in a manner needed to achieve first-rate and lasting school reform. **10)** Give the school operational flexibility. BISD commits to providing flexibility to operate in a manner needed to achieving first-rate and lasting school reform. **11)** Provide ongoing technical assistance. SIRC, Region I, the District Shepherd, and BISD's many departments on the organizational chart are all technical assistance providers of one sort or another and are all committed to the school reform initiative at El Jardin Elementary.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	031-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 3: Intervention Model		
Section B: Model Selection Process Cont. Responses are limited to <i>five pages</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>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. El Jardin, 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.</p>		
YEAR ONE		
<p>Pre-work has already begun. <u>Comprehensive Needs Assessment of the district and campus</u> is a work in progress. Priorities will be set as a result and those priorities will become the foundation of the goals, objectives, and activities of the reform. The school has elected to <u>retain the principal and all staff members</u> except those who retire, request transfers to another campus, and/or resign and relocate. These individuals will be replaced with highly qualified individuals who are screened by campus committees and the campus principal prior to recommendation for hire. <u>Main community partners</u> are SIRC, Region One, and Communities In Schools. Communities in Schools is integral to the reform effort because they have close personal ties to the school environment and are highly visible in Brownsville. Additionally, the Area Assistant Superintendent is the <u>LEA's designated person</u> who will foster this Transformation Project, provide support for the campus, nurture the campus through the challenges, and be the liaison between the District and the campus. The school already has built-in <u>teacher leaders</u> 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 will demonstrated excellence in instructional delivery and student success, ability to collaborate with and lead peers, and strong foundation in use of technological tools to facilitate work processes. <u>A job-embedded professional development plan for year one needs to be developed.</u> Additionally, 5-10 members of the instructional leadership team and the teacher leaders will attend the SIRC <u>summer seminar</u> (July 12-15th, 2010). The <u>first 90 day action plan</u> will be completed as required.</p>		
<p>Fall I implementation activities will engrain the reform effort deeply into the campus culture. The campus will work with SIRC and BISD to develop the <u>district and campus snapshots</u>. Results will be investigated at the deepest level possible to ensure that maximum benefit is received from the initiative. Especially important are the snapshot items impacting federal and state accountability requirements, TAKS, AMOA, PBMA, etc. The campus will also begin the <u>school-wide Positive behavior Support (PBS)</u> interventions of the SIRC transformational model which is the implementation of approaches to improve school climate and discipline, taking steps to eliminate bullying and harassment. Simultaneously, we will work with SIRC to provide enhanced <u>social services support</u> for students, parents, and extended families with the end-goal of creating a community-oriented school wherein the whole village is raising the child. This enhanced social services support model will include partnering with parents and parent organizations, faith and community based organizations, health clinics, other state or local agencies, etc. to create a safe school environment which meets students' emotional, social, health, and academic needs. <u>On-site technical assistance</u> by the SIRC <u>Professional Service Provider/transformation specialist</u>, <u>campus site visits</u>, will be integral to the year one activities as planned jointly with SIRC. <u>SIRC webinars/podcasts/publications</u> will be thoroughly incorporated into every level of job-embedded professional development as appropriate and will be of particular importance to <u>teacher leaders</u> and the instructional leadership team as they begin <u>collecting observation data to guide professional development and student interventions</u>. Other SIRC resources and technical assistance will be ongoing and readily received by the campus in an effort to leave no stone unturned with regards to improving student success, especially academic success for the campus' special education and LEP students. All components of the <u>campus case management provided by TTIPS staff</u> will also be important. Critical also will be the <u>principal/leader competency review process</u>. BISD excels in committed, dedicated instructional leaders who leave no stone unturned when searching for success for their students They work with dedication, passion, and commitment. The desire to grow and become more empowered and effective is a critical driving force. This is a critical component and is closely linked with the need to <u>develop a plan to recruit, retain</u>, and constantly improve excellent teachers and teacher leaders. <u>Leadership Coaching</u> is also important.</p>		

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)	031-901 County-District No.
	School Years 2010-2013	Amendment No.

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

Part 3: Intervention Model

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

Progress towards goals is in the 90 day action plan. In November, 2010, Year One Fall, the campus will complete its quarterly implementation report due to TEA on the date specified.

Spring I will initiate a review of the behavioral data and PEIMS to analyze PBS implementation, needed course corrections, interventions, and/or plan modifications. On-line courses will be available and targeted professional development based on classroom observation data and student data will begin. It is not anticipated that a customized performance management system will need to be established. On-going support from SIRC and the District Shepherd will continue to impact success. At the close of Spring I, it will again be necessary to write the next 90 day action plan. On February 1 and May 1, 2011, Year One, Spring, the campus will submit its quarterly implementation reports.

Summer I will present opportunities for rejuvenation and rededication to goals. The 5 day summer team training, will be quality time for reflecting on guest speakers' messages, training materials, district insights, celebrations, and challenges. Back at home, with support from SIRC and the district shepherd, professional development plans and needs assessments will be reviewed and progress towards goals in the previous 90 day action plans will be evaluated. Based on the data accumulated, plans for classrooms interventions for PBS will be developed and a new 90 day action plan will be written. The culminating summer activity will be attendance at the National Staff Development Council Summer Conference. TAKS Spring 2011 test results will be analyzed and disaggregated. Decisions will be made regarding how the gap has closed between regular students and LEP and Special Education student populations' test scores. Increases in TAKS commended score rates will be analyzed for each student group. Graduation rates and drop-out rates, in summary, all District and campus SIRC snapshot data will be carefully reviewed, analyzed, and evaluated in order to better plan for the upcoming year and its challenges. Each campus performance goal will be reviewed and benchmark data collected to ensure that sufficient progress has been made during Year One to ensure that BISDs goals of all students being on-level in reading, math, science, and social studies are being met or that the campus is succeeding at a rapid enough rate to ensure that grant, district, and campus goals are met at the end of the grant period.

Looped throughout **Fall I, Spring I, and Summer I** will be: 1) Curriculum alignment with TEKS process. Since BISD and all its schools are part of the CScope Collaborative implementing the C Scope Curriculum, headed up by Region XIII, the District and campuses are in the spotlight with regards to all curriculum alignment issues, constantly provide feedback to the Collaborative, and are updated on all trainings and revisions. BISD and El Jardin are also part of all formative assessment systems linked to C Scope and Region XIII; 2) Targeted professional development in technology, outside consultants, face to face training in instructional strategies, and additional job-embedded conferences all responsive to the priorities determined by the campus and district CNA and the SIRC district and campus snapshots; 3) Staff incentives and rewards for extending learning time, attending conferences, participating in job-embedded professional development, and taking on a myriad of other duties and responsibilities associated with the grant's implementation; 4) The teacher and principal evaluation system; and 5) Operational flexibility and increased learning time to implement strategies leading to improved student achievement and graduation rates. On August 1, 2011, Year One Summer, the campus will submit its End of Year 1 implementation report. TEA will evaluate the LEA/campus performance on annual goals and the meeting of the grant requirements.

YEAR TWO

Fall II will be devoted to implementing revised and updated professional development plans for instructional leadership, teachers, and the staff-as-a-whole. Classroom level PBS interventions will be implemented and teacher committees/instructional teams will begin the action research projects in alignment with the SIRC timeline. On-line courses will continue and on-site technical assistance by the professional service provider, the transformation specialist will be on-going. SIRC webinars, podcasts and publications as well as other resources and technical assistance will all be part of standard operating procedure for the grantee campus and BISD. BISD will ensure that all SIRC Modified Transformation Model components are 100% part of the BISD and campus general operating procedures. TTIPS campus case management, leadership coaching, and BISD participation in the SIRC District Institute will continue. The 90 day action plan will be completed. On November 1, 2011, Year Two Fall, the quarterly implementation report is due to TEA.

Spring II activities include the continuation of the online learning and the teacher leaders collecting data for the action research projects. Also integral to Spring II will be the review of the data and evaluation of the effectiveness of PBS interventions as well as continued professional development, on-site technical assistance, webinars, podcasts, and the use of other SIRC resources. As is integral to each phase of this reform effort, a new 90-day plan will also be written. Both **Fall II and Spring II** activities also include continuous work on vertical curriculum alignment (CScope).

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	031-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013 Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 3: Intervention Model		
Section B: Model Selection Process Cont. Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana). Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>operational efficiency regarding the comprehensive formative assessment system, continuation of the social services support in creating community-oriented schools, targeted professional development, sustained support from the District Shepherd/BISD, staff incentives and rewards, the management of the teacher and principal evaluation system, operational flexibility and learning time to implement strategies leading to improved student achievement and graduation rates, and face to face training and follow-up monitoring in instructional strategies. SIRC district/campus profiles and the CNA and prioritizing of needs will also be the basis of each decision made at the campus and district level. Additionally, monitoring of continuous improvement formative assessments will be constant and consistent. Alignment to the campus' performance goals is also topmost at the list of activities at all juncture points in reform implementation and formative assessments will be constantly used to evaluate proximity to goals. Depending on the nature and quality of the school reform effort, the principal/leadership competency review process may also be reinstituted to build a pipeline of new leaders. On November 1 and May 1, 2012, the quarterly implementation is due.</p> <p>Summer II activities begin with the 5 day <u>summer team training</u>. The campus leadership team will attend the <u>National Staff Development Council (NSDC) summer conference</u>. During Summer II, teacher leaders will present <u>initial findings on their action research topics</u>. Committee work will be devoted to <u>intense data process evaluation to measure what has been working, what needs focus</u>, and what course corrections are needed to successfully accomplish school reform. Formative assessments and TAKS Spring 2012 test results will be analyzed and disaggregated. Decisions will be made regarding how much the gap has closed between regular students and LEP and Special Education student populations' test scores. Increases in TAKS commended score rates will also be analyzed for all students and each student group. Graduation rates and drop-out rates, in summary, all District and campus SIRC snapshot data will be carefully reviewed, analyzed, and evaluated in order to better plan for the upcoming year. On August 1, 2010, Year Two Summer, the end of year 2 implementation report will be submitted and TEA will evaluate the LEA/campus performance on annual goals.</p> <p>YEAR THREE Fall III will begin with the re-administration of the SIRC <u>campus snapshot</u>, thereby refining the work begun during summer II when preliminary TAKS, AEIS, and AYP data became available. <u>On-site technical assistance</u> by the SIRC professional service provider/transformation specialist, and a <u>campus site visit</u> will be integral to the campus snapshot process. <u>Case management by TTIPS</u> will be used to upgrade reform efforts as indicated by the snapshot data. <u>Leadership coaching</u> and <u>open access to online professional development</u> will also continue. As during the past two years, Fall and Spring III will be comprised of continued participation in <u>webinars/podcasts/publications</u>, and all other <u>resources/technical assistance</u> provided by SIRC. Depending on the nature and quality of the school reform effort at this juncture, the principal/leadership competency review process may also be reinstituted to build a pipeline of new leaders for the campus/district. It is anticipated that by Year Three all components of the school's <u>social services</u> project which support and create community-oriented schools will be firmly in place and institutionalized. This project, along with that of the <u>positive behavior support system</u>, should be fully operational and 100% integral to the school's daily success stories. The <u>LEA's personnel participation in the SIRC district institute</u> will also be a part of the fabric of BISD's support for the campus reform efforts. All professional development and technical assistance activities of the past two years will continue in Fall & Spring III. On November 1, 2012, Year Three Fall, the quarterly implementation report will be submitted to TEA. Spring III will be the time when teacher leaders and their committees finalize their <u>action research projects</u> and when the campus/district <u>collect data for the PBS evaluation</u>. Both Fall III and Spring III activities will also include <u>continuous work on vertical curriculum alignment (CScope)</u>, operational efficiency regarding the comprehensive formative assessment system, continuation of the social services support in creating community-oriented schools, targeted professional development, sustained support from the district Shepherd/BISD, staff incentives and rewards, the management of the teacher/principal evaluation system, operational flexibility and learning times for implementing strategies leading to improved student achievement and graduation rates, and of course, <u>face to face training and follow-up monitoring in instructional strategies</u>. SIRC campus/district profiles and the district/campus CNA and prioritizing of needs will also be threaded through and the basis of each decision made at the campus and district levels. Monitoring of continuous improvement formative assessments will be constant. Alignment to performance goals is also of topmost importance at all juncture points. Formative assessments will be constantly used to evaluate proximity to reaching goals. On February and May 1, 2013, Year 3 Spring, the campus will submit its quarterly implementation reports to TEA.</p>		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	031-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 3: Intervention Model		
Section B: Model Selection Process Cont. Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Summer III will again include the <u>5-day summer team training</u> for 8-10 team members and attendance at the <u>National Staff Development Council summer conference</u> will also occur. Evaluations of the district's <u>customized performance management system</u>, the <u>PBS program</u>, the <u>vertical curriculum alignment projects</u>, the <u>formative assessment system</u>, the <u>social services support plan for creating community-oriented schools</u>, the <u>targeted professional development</u>, <u>face to face training in instructional strategies</u>, and the support from the LEA will also continue. Culminating activities regarding staff incentives and rewards, the teacher and principal evaluation system, and the degree to which the campus and district used operational flexibility and increased learning time to improve student achievement and impact graduation rates will also be inspected. In order words, intense data review and process evaluation will be conducted. What worked and what still needs focus will be reviewed. A <u>sustainability plan</u> which builds in the continuous practice of developing a 90 day action plan, 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 will also be integral to the work of Summer III. Just as important will be the <u>plan of action to continue to use teacher leaders</u> as dynamic and critical instructional resources, to constantly monitor their effectiveness, and to continuously provide them with technology and the appropriate leadership and instructional resources and professional development opportunities. On July 31, 2012, the campus will submit its final implementation report to TEA.</p>		
<p>In summary; the campus and BISD will fully implement all components of the Texas Transformation Project under the direction of and in collaboration with SIRC.</p>		
<p>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.</p>		
<p>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 the LEA.</p>		
<p>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>		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	031-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 3: Intervention Model		
Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.		
1	Board of Trustees	
2	Campus Principal	
3	Campus Instructional Leadership Team (Assistant Principal, Instructional Facilitator/Dean of Instruction)	
4	Teachers	
5	Support Staff (Instructional Assistants, Custodians, Cafeteria Workers, Office Staff)	
6	Students	
7	Parents	
8	Business Community	
9	Community agencies serving the campus	
10	Students at feeder pattern schools	

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	<u>031-901</u> County-District No. _____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 3: Intervention Model		
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 		

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		031-901 County-District No. Amendment No.	
Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Improve Academic Performance. 1.	Provide Staff with high quality, job embedded professional development. Teacher training: Reading, Math, Science, and Writing instructional strategies: Martha Morales TNT Cheryl Cox Educational Consultants Trice Education Resources, Inc: Graphic Organizers FOSS training Groups to be trained: Regular classroom teachers. Sp. Ed. teachers. Bilingual teachers. Teacher assistants.	To ensure effective teaching strategies that will increase student performance on local and state assessments and increase numbers of students achieving "commended" on reading, math, writing, and science TAKS tests.	American Federation of Teachers (2004); Joanne Meier and Karen Freck (2005; Susan Hall (2009); Trice Education Resources, Inc. Van Essen & Hamaker, 1990; Van Garderen, 2006; Pólya, 1957; Williams, 2003 WestEd, 2010; National Research Council (2006); Marzano, 2008; Trice Education Resources, Inc.	August 2010	May 2013
Improve Academic Performance. Data-driven Instruction 1A.	Students (grades 3-5) will track their own benchmark scores per objective, meet with teacher, and set goals and objectives for upcoming tests via use of classroom charts, etc.	Students will begin to take charge of their own learning, will set learning goals, and will develop understanding of their own personal data, objectives yet to be mastered, etc.	www2.ed.gov/pubs/Reform/pt2d.html	August 2010	August 2013
Improve Academic Performance. On-going Monitoring of Instruction 1C.	Use Eduphoria software to provide immediate feedback to teachers based on walk-through documentation.	Teachers will receive immediate feedback from instructional leadership teams as they do their weekly walk-throughs and will have immediate access to improving their use of instructional strategies learned during training. This software facilitates the teacher appraisal process electronically.	Eduphoria Implementation Study at: http://misdtechnotes.wordpress.com/2010/01/20/1-19-2010-technology-updates/	August 2010	July 2013

Improve Academic Performance. 1B.	Staff collaboration meetings will be held every six weeks.	Grade levels will meet to desegregate testing data and develop a plan targeting all student populations.	www2.ed.gov/pubs/Reform/pt2d.html	August 2010	ongoing
Improve Academic Performance. Curriculum Alignment. 1B.	Inclusion, bilingual, & regular teachers will participate in grade level meetings weekly to discuss and share strategies for reading, math, science, and writing instruction. Horizontal alignment.	Weekly grade level meetings will ensure that all teachers are aligned to C Scope and Sequence, are teaching to rigor of TAKS tests, are providing for special needs students, and are empowering students with high expectations.	Betsy Case, Ph.D. Shasha Zucker; 2005	August 2010	ongoing
Improve Academic Performance. Curriculum Alignment. 1B.	Inclusion, bilingual and regular teachers will meet with previous grade level and upcoming grade level once every six weeks to align teaching strategies, vocabulary development, and rigor of instruction.	Inclusion, bilingual, and regular teachers meet and discuss TEKS/TAKS objectives to be taught during upcoming six weeks and differences in level of difficulty, scope of objective etc. per subject area: reading, math, science, and writing.	Betsy Case, Ph.D. Shasha Zucker; 2005	August 2010	ongoing
Improve Academic Performance. Curriculum Alignment. 1B.	Implement co-planning sessions with Special Programs teachers every six weeks.	Regular classroom teachers meet with Sp. Ed. teachers to co-plan for each individual Sp. Ed. student based on benchmark assessment data/objectives not mastered, etc.	www2.scholastic.com/browse/article.jsp?id=7168	August 2010	ongoing
Improve Academic Performance. On-going Monitoring of Instruction. IC.	Employ Reading Coach to work with teachers in improving reading instruction.	Key player in the change process is the <i>reading coach</i> --master teacher who will provide essential leadership for the school's overall literacy program. This leadership includes helping to create and supervising a long-term staff development program that supports both the development and implementation of the literacy program over months and years.	http://www.all4ed.org/files/LiteracyCoach.pdf	August 2010	May 2013
Improve Academic Performance. On-going Monitoring of Instruction. IC.	Implement a Memorandum of Understanding with Reading First UT Houston.	Under the Texas Reading First Initiative (TRFI), TEA partnered with the University of Texas System (UT System); the Vaughn Gross Center for Reading and Language Arts; the <u>Children's Learning Institute</u> (CLI at UT Health Science Center-Houston); and the <u>Texas Institute for Measurement, Evaluation, and Statistics</u> (TIMES at the University of Houston). That partnership has been terminated. El Jardin will enter into a new partnership with all of these entities to continue to implement the work accomplished under the Texas Reading First initiative.	http://www.meadowscenter.org/vgc/pd/TRFI.asp ; www.studentprogress.org/library/articles.asp	August 2010	May 2013 S

Improve Academic Performance.	Implement and utilize TEXTHELP for Dyslexic students.	This software allows students to develop their literacy skills and enjoy greater independence.	http://www.texthelp.com/	August 2010	May 2013
Improve Academic Performance. On-going Monitoring of Instruction. IC.	Class sets of Mobipads will be purchased for 1 st -5 th grade classrooms.	Mobipads engage all learners in a lesson by requiring them to perform their math work on a mobipad at their desks. The electronic instrument then displays work immediately on the classroom wall. Thus the teacher is monitoring each individual child's learning process	www.mendeley.com/research/mobipads	August 2010	May 2013
Improve Academic Performance. Data Driven Instruction. IA.	Utilize Reading Smart software with Bilingual Students and Bilingual Dyslexic Students. Plan instruction based on software's built-in formative evaluation results.	ESL ReadingSmart is an innovative, standards-based English language-learning program founded on a unique instructional design. It is easily implemented as a student-centered, stand-alone application, or a blended learning environment that integrates online student work and classroom instruction.	http://welcome.eslreadingsmart.com/	August 2010	May 2013
Improve Academic Performance. Data Drive Instruction. 1A.	Use TPRI/Tejas LEE BOY, MOY, and EOY data to plan Tier 2 and Tier 3 instruction for students. K-3 rd grade teachers will have substitutes in the classrooms to ensure effective testing.	Teachers in grades Pre-K-3 will use software data to plan interventions for students who are not on-level in reading and/or reading readiness. Instructional groups will change based on test results/progress monitoring every three weeks.	https://www.dm-ac-solutions.net/reading/help/pdf/reading.pdf	August 2010	May 2013
Improve Academic Performance. Data-driven instruction. 1A.	Use Study Island to improve science TAKS test scores.	Based on benchmark test results, assign grade 5 students Study Island modules aligned to diagnosed areas of weakness/un-mastered TAKS objectives.	http://lewisbatiste.vox.com/library/post/studyisland-com.html ; The ELAR Project	August 2010	May 2013
Improve Academic Performance. Data-driven instruction. 1A.	Use TMSDS (math & science) software to develop six weeks assessments for students as per C Scope & Sequence document.	Texas Math and Science Diagnostic System aligns all items in its test bank to the TAKS both in format and rigor/adherence to high quality instruction. Grade level teachers (3-5) will meet as a group to develop their math and science 6 weeks tests using this data base of tests.	tmsds.org ; http://www.esc6.net/info/programs/page.aspx?id=215	August 2010	May 2013
Improve Academic Performance. Data-driven instruction. 1A.	Promote continuous use of student data to inform and differentiate instruction to meet academic needs of individual students. Teachers will regroup math, reading, and	Benchmark test results are scanned on campus. Therefore, feedback is immediate and readily available to plan remediation, regroup students according to need, and plan instruction for the upcoming weeks. Grouping/regrouping for extended day classes will also reflect the	http://www.appl4theteacher.com/resources/modules.php?op=modload&name=News&file=article&sid=66 ; http://www.malonefamilyfoundati	August 2010	May 2013

	science students for instruction/remediation the very next day after benchmark tests have been administered and feedback received.	benchmark test results.	on.com/educating_plan5.html		
Improve Academic Performance. Data-driven instruction. 1A.	Teachers will use TEKS-based instructional resources in the classroom.	These booklets are not intended to replace the teaching of the TEKS curriculum, provide the basis for the isolated teaching of skills in the form of narrow test preparation, or serve as the single information source about every aspect of the TAKS™.	WestEd, 2008; http://www.tea.state.tx.us/index3.aspx?id=3693&menu_id=793	August 2010	May 2013
Improve Academic Performance. Curriculum Alignment. 1B.	Use instructional programs such as CSCOPE that is research based and vertically aligned to each grade and state standards.	Curriculum alignment allows for improved student performance on standardized, better communication and collaboration among teachers, and helping them understand how their instructional decisions contribute to students' overall learning.	Cohen and Stover, 1981	August 2010	May 2013
Improve Academic Performance. Data-driven instruction. 1A.	Provide additional support and professional development to teachers to support students with disabilities and ELL students.	This allows teachers to differentiate instruction and provide additional supports for students who need them and allow them to be as successful as their counterparts.	http://www.fairtest.org/files/NCLB_assessing_bilingual_students_0.pdf	August 2010	May 2013
Improve Academic Performance. Curriculum Alignment. 1B.	The library department will be allotted funds to purchase class novels for each grade level. Each novel will have to be aligned with the curriculum.	Reading is an important skill that needs to be developed in children. Not only is it necessary for survival in the world of schools and (later on) universities, but in adult life as well. The ability to learn about new subjects and find helpful information on anything from health problems and consumer protection to more academic research into science or the arts depends on the ability to read.	http://www.familyresource.com/parenting/child-development/why-reading-is-so-important-for-children	August 2010	May 2013
Improve Academic Performance. Curriculum Alignment. 1B.	A Living with Science lab will be created for K-2 nd grade.	Laboratory experiences are essential for students in many science courses. Science labs can be among the richest experiences students have at the university. It is one of the few opportunities students will have to practice science much in the way professionals do.	Farris, 1995	August 2010	May 2013
Add additional pages as needed.					

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		031-901 County-District No. Amendment No.	
Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
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	Time-line Begin Date	Time-line End Date
Increase Use of Quality Data to Drive Instruction Data Disaggregation Training 2A.	Administration and teachers will be trained to use data (Benchmarks for grades 2 nd -5 th and TPRI/TEJAS LEE Progress Monitoring for grades Pre-K-3 rd) to identify weaknesses and address student needs. Region One: Benchmarking (Best Practices) Workshop.	Regular use of benchmark assessments, particularly when aligned with state content standards, is widely seen as having potential to improve student performance. While annual state testing provides summative measures of achievement, the results are available only after students have moved to the next grade. In contrast, benchmarks are scored immediately, providing valuable information that can alert teachers and administrators to learning gaps before students move on. However, for use of benchmark results to be effective, each teacher must have a working knowledge of not only the computer software program/s but also how to group and regroup students based on assessment results.	National Center on Response to Intervention, n.d.; Hamilton, Halverson, Jackson, Mandinach, Supovitz, & Wayman, 2009; Gersten, Beckmann, Clarke, Foegen, Marsh, Star, & Witzel, 2009; Gersten, Compton, Connor, Dimino, Santoro, Linan-Thompson, & Tilly, 2008; WestEd, 2008; Bernhardt, 2004; Region One Education Service Center, 2010	August 2010	ongoing
Use of Quality Data to Drive Instruction Data-driven Decisions. 2A.	Administration will develop processes and procedures for data gathering and distribution.	There are many ways to gather data. Having one standard school-adopted procedure for gathering and distributing data will allow for consistency. All teachers will be trained on the El Jardin data gathering and dissemination process.	WestEd, 2008; Bernhardt, 2004	August 2010	ongoing
Use of Quality to Drive Instruction Data-driven Decisions.	The following online assessment programs will be utilized by teachers to create assessments in the areas of Reading, Math and Science: -TMSDS -WebCCAT	The Texas Math and Science Diagnostics System (TMSDS) is an online tool that supports instructional efforts by providing a Web-based collection of Texas Essential Knowledge and Skills (TEKS)-aligned diagnostics and resources. TEA has created this tool	WestEd, 2008; Bernhardt, 2004; English, 2000	August 2010	ongoing

2A.		<p>to support on-going formative assessment and help provide the best possible education for students.</p> <p>WebCCAT is a web-based comprehensive curriculum assessment tool that provides educators with a repository of more than 33,000 questions mapped to the TEKS that can be used to create online or offline (paper) assessments of student ability in the areas of language arts, math, science and social studies for grades 3-11. Conceived as a tool to help inform instruction, WebCCAT enables an educator to select TEKS at the student expectation level and to create a unique assessment to diagnose or benchmark student knowledge on those TEKS.</p>			
Use of Quality Data to Drive Instruction Data-driven decisions. 2B.	District and Campus Benchmark Testing will be utilized as a tool to determine student progress on the mastery of stated objectives.	BISD's benchmark testing program provides a vehicle to use data for instructional decision-making and for measuring student progress over time. Results from benchmark testing provide an individual learning profile for each student which also serves as a tool to communicate learning progress to parents.	www.bisd.us	August 2010	May 2013
Use of Quality Data to Drive Instruction Data-driven decisions. 2B.	Teachers will team up as a grade level to create six week assessments according to all curriculum specifications, rigor and inquiry.	Classroom Assessment is an approach designed to help teachers find out what students are learning in the classroom and how well they are learning it. This approach has the following characteristics: Learner centered; teacher directed; mutually beneficial, formative, context specific.	Angelo and Cross, 1993	August 2010	May 2013
Use of Quality Data to Drive Instruction Data-driven decisions. 2B. On-going Communication. 2C.	CPALLS, TPRI/TEJAS LEE will be utilized as a tool for measuring student progress.	CPALLS: CIRCLE Phonological Awareness Language and Literacy Screener plus Mathematics". CIRCLE = Center for Improving the Readiness of Children for Learning and Education. The TPRI is a valid and reliable assessment tool that provides a comprehensive picture of a student's reading/language arts development. Designed to be used with students in Kindergarten through Grade 3, the TPRI offers a balanced and reliable approach to reading instruction. Tejas LEE: Early identification of reading skills and comprehension development of young students is critical to planning & implementing a successful reading program. This is especially true for teachers that use Spanish as the language of literacy instruction. "El Inventario de Lectura en Español de Tejas" (Tejas LEE) are approved	http://www.tpri.org/ ; http://www.tejaslee.org/FAQs/ ; http://www.childrenslearninginstitute.org/search-results.aspx?q=mis	August 2010	May 2013

		"Reading First" assessment instruments that measures student reading skills and comprehension development in Spanish for students in Kindergarten through Grade 3.			
Add additional pages as needed.					

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		031-901 County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No.	
Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
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
Increase Leadership Effectiveness Resource Data Utilization 3C. On-going Job Embedded Professional Development 3A.	In order to better monitor Curriculum and Instruction. The Campus Leadership Team (CLT) will attend the following professional development Region One workshops: -Classroom Walk-throughs with Reflective Practices. -Creating Professional Teaching and Learning Communities.- -Building a Shared Purpose and Vision PD. -Crucial Conversations. -Classroom Coaching for Student Success.	The Campus Leadership Team (CLT) will attend professional development in which they will learn new ideas/ways to monitor curriculum and instruction. Creating and implementing PTLC's positively impact student achievement.	<i>The 3 Minute Classroom Walkthrough</i> by Carolyn Downey.	August 2010	May 2013
Increase Leadership Effectiveness Operational Flexibility. 3B.	Organize daily schedules in a manner which maximizes time on task.	Student achievement is maximized when administrators allocate time to activities designed to promote student achievement and use managerial and instructional strategies that support such achievement.	http://www.buzzle.com/articles/strategies-to-maximize-time.html ; http://www.usu.edu/teachall/text/effective/research/time.pdf	August 2010	May 2013
Increase Leadership Effectiveness On-going Job Embedded Professional Development 3A.	Administrators will participate in book study activities with District Shepherd which will help them become experts in their areas of need.	Book study/professional literature activity provides a perfect opportunity to encourage administrators to think about the text of the book and how it relates to their own experiences, their world, and to other books they have read. Reading a book will allow administrators to reflect on their own practices and plan on how to increase student achievement and school climate.	http://www.mtisd.org/howe_elementary/bookofthemoth.asp	August 2010	May 2013

<p>Increase Leadership Effectiveness</p> <p>On-going Job Embedded Professional Development 3A.</p>	<p>Campus administrative team will participate in all SIRC Tier III Transformation Model trainings, activities, institutes, etc.</p>	<p>The important role of the principal in facilitating meaningful change in a school is well established. The best way for principals to fulfill that role is by creating conditions which promote the growth and development of the professionals within their schools.</p>	<p>DuFour & Berkey, 1995; Boyer, 1983; Lieberman & Miller, 1981; Levine & Lezotte, 1990; Smith & Andrews, 1990; Brubaker, C. W., 1998</p>	<p>August 2010</p>	<p>May 2013</p>
<p>Increase Leadership Effectiveness</p> <p>Resource Data Utilization 3C.</p>	<p>Campus administrative team will receive additional training (above that of teachers) on data collection, data analysis, disaggregation of data, and strategies to convert disaggregated data results into improved instructional services for students.</p>	<p>The important role of the principal in facilitating meaningful change in a school is well established. The best way for principals to fulfill that role is by creating conditions which promote the growth and development of the professionals within their schools.</p>	<p>DuFour & Berkey, 1995; Boyer, 1983; Lieberman & Miller, 1981; Levine & Lezotte, 1990; Smith & Andrews, 1990</p>	<p>August 2010</p>	<p>May 2013</p>
<p>Increase Leadership Effectiveness</p> <p>Resource Data Utilization 3C.</p>	<p>Campus administrator with work with a mentor in the area of Resource Data Utilization.</p>	<p>Novice principals either feel themselves willing, hopeful, impatient to begin their job or stressful, nervous and or hesitant about the job. This depends on the environment they may encounter in their schools. A new headmaster at the school may encounter problems in the areas of finance, personnel, student-parent relationships, and school administration responsibilities. To be able to overcome all these problems, principal candidates must be prepared adequately before having a principalship position. Mentoring enables principal candidates to acquire necessary administrative skills.</p>	<p>DuFour & Berkey, 1995; Villani, 2006 Castaldi, B.,1993; http://cnx.org/content/m34197/latest/</p>	<p>August 2010</p>	<p>May 2013</p>
<p>Increase Leadership Effectiveness</p> <p>Operational Flexibility. 3B.</p>	<p>Campus administrative team will reorganize daily, weekly, and six week schedules to increase learning time for special education students.</p>	<p>Special Education students are frequently the recipients of instruction which is not only different from that accorded their "average" peers but also detrimental to their optimum learning and success.</p>	<p>Kowalski, T. J., 1989</p>	<p>August 2010</p>	<p>May 2013</p>

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		031-901 County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No.	
Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Increase Learning Time. Flexible Scheduling. 4A.	Summer Academies will be scheduled to provide increased learning time for students including Special Education and Bilingual Students. Teachers hired for summer school will attend the following workshop through Region One: Building Academic Vocabulary in the Content Areas.	Using a longer year schedule to significantly increase the total number of school hours to include additional time for instruction in core academic subjects, instruction in other subjects and enrichment activities will enhance student academic achievement.	After School Programs in the 21 st Century, 2008; Region One Education Service Center	August 2010	July 2013
Increase Learning Time. Instructionally Focused Calendar. Staff Collaborative Planning. 4B & 4C.	The CLT and teachers will develop a Summer Academy which will engage students in the following areas: all content areas and enrichment areas.	Providing extended learning opportunities for students will allow them to be academically successful.	After School Programs in the 21 st Century, 2008	August 2010	July 2013
Increase Learning Time. Flexible Scheduling. 4A.	Extended day classes will be provided for struggling/at-risk students including Special Education and Bilingual Students.	Providing extended learning opportunities for students will allow them to be academically successful. These programs are a significant opportunity to improve learning for students. A decade of research and evaluation studies, as well as large-scale, rigorously conducted syntheses looking across many research and evaluation studies, confirms that children and youth who participate in after school programs can reap a host of positive benefits in a number of interrelated	After School Programs in the 21 st Century, 2008	August 2010	May 2013

		outcome areas academic, social/emotional, prevention, and health and wellness.			
Increase Learning Time. Flexible Scheduling. 4A.	Saturday Enrichment Academies will be provided for struggling/at-risk students including Special Education and Bilingual Students.	Providing extended learning opportunities for students will allow them to be academically successful. A decade of research and evaluation studies, as well as large-scale, rigorously conducted synthesis looking across many research and evaluation studies, confirms that children and youth who participate in after school programs can reap a host of positive benefits in a number of interrelated outcome areas academic, social/emotional, prevention, and health and wellness.	After School Programs in the 21 st Century, 2008	August 2010	May 2013
Increase Learning Time. Flexible Scheduling. 4A.	Summer Recreation Wellness Program will be offered in the summer.	Academic achievement is also a crucial mandate for schools across the United States under the NCLB. Wellness is a construct in which the individual as an indivisible being attains a positive state of integration of mind, body, and spirit with the environmental contexts. Academic achievement for children occurs within the construct of wellness, as there is mutual influence between academic factors and non-academic factors for a child. Wellness is a framework within which children develop a productive and enjoyable life, much of which is developed within the parameters of their education process.	2009 American Counseling Association Annual Conference and Exposition	August 2010	May 2013
Increase Learning Time. Instructionally focused calendar. 4B.	Full Day Pre-Kinder	Herman (1984) believes full-day programs provide a relaxed, unhurried school day with more time for a variety of experiences, screening and assessment opportunities, and quality interaction between adults and students.	Herman (1984)	August 2010	May 2013
Add additional pages as needed.					

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		031-901 County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No.	
Texas Title I Priority Schools Grant Schedule #4B--Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Increase Parent/Community Involvement. Effective Communication. 5B.	-Monthly newsletter with dates/times of parental involvement activities. -Parent recognitions for outstanding volunteering. -Rotate parent volunteers in classrooms. -Booster Club activities to raise teacher/student morale. -Family Reading Night, every six wks. -Speakers/presentations on parenting skills. -Adult education classes. -University mentors & district specialists working with parents in discipline, homework, and self-esteem. -Pajama Lock-in	Ensure that parents are aware of the activities/ curriculum that is being implemented in their child's campus. Hold parents accountable for their child's learning. This will allow for better parenting practices because they will understand what is expected from their child's teacher and school.	http://prc.slu.edu/images/ATS_parent . pdf; www.sedl.org/connections/.../ncib	October 2010	ongoing
Increase parent/Community Involvement. Increased Opportunities for input. 5A.	Activities: -Parent Council-One parent representative from each grade level to meet with the CLT for school improvement projects every semester. -Suggestion-Box -Telephone Logs	All stakeholders will have an input that will impact the school positively and give them a sense of ownership in this initiative.	http://prc.slu.edu/images/ATS_parent . pdf	August 2010	ongoing
Increase Parent/Community Involvement. Accessible Community Services. 5C.	Communities In Schools student program	Communities In Schools is making a difference for Texas students. CIS provides significant management and technical support for implementation sites. CIS strategies provide components of stay-in-school efforts that contribute to student success and a more connected community.	Communitiesinschools.org Newsletter	August 2010	May 2013

<p>Increase Parent/Community Involvement.</p> <p>Effective Communication.</p> <p>5B.</p>	<p>Meetings with parents to advise them of their child's grade level standards.</p>	<p>Ensure that parents are aware of the activities/ curriculum that is being implemented in their child's campus. Hold parents accountable for their child's learning.</p> <p>"Parental involvement, in almost any form, produces measurable gains in student achievement" (Dixon, 1992, p. 16).</p>	<p>Bafile, 2009</p>	<p>August 2010</p>	<p>May 2013</p>
<p>Increase Parent/Community Involvement.</p> <p>Effective Communication.</p> <p>5B.</p>	<p>Project Planner Nights in which teachers lay out materials, compiling a list of useful Web sites, welcoming parents and students, and answering questions. Participants gathered in the cafeteria where they examined a table with several sample projects from previous years along with the grading rubric.</p>	<p>Ensure that parents are aware of the activities/ curriculum that is being implemented in their child's campus. Hold parents accountable for their child's learning.</p> <p>"Parental involvement, in almost any form, produces measurable gains in student achievement" (Dixon, 1992, p. 16)</p>	<p>Bafile, 2009</p>	<p>August 2010</p>	<p>May 2013</p>
<p>Increase parent/Community Involvement.</p> <p>Increased Opportunities for Input.</p> <p>5A.</p>	<p>Parent Training: Recruit parent leaders who are representative of the student population to attend conferences and training. Promote parent involvement in advisory councils or committees that plan together and make decisions regarding school policies.</p>	<p>In a recent report by the National School Public Relations Association, results showed "that improved parental involvement leads to higher academic achievement, better attendance, and improved behavior at home and school" (Padgett, p. 44).</p>	<p>Padgett, 2004</p>	<p>August 2010</p>	<p>May 2013</p>
<p>Increase Parent/Community Involvement.</p> <p>Accessible Community Services.</p> <p>5C.</p>	<p>To ensure a friendly environment the parent center will become a print-rich education geared environment including posters, instructional resources, computers, books, and exercise equipment.</p>	<p>Parent centers must support and promote the healthy development of families and children in the belief that strong families build strong communities.</p>	<p>Parent Resource Center</p>	<p>August 2010</p>	<p>May 2013</p>

<p>Increase parent/Community Involvement.</p> <p>Increased Opportunities for input.</p> <p>5A.</p>	<p>Parent grade level meetings will be held to share and review benchmark scores with parents.</p>	<p>The earlier in a child's educational process parent involvement begins, the more powerful the effects. The most effective forms of parent involvement are those, which engage parents in working directly with their children on learning activities at home.</p>	<p>http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf</p>	<p>August 2010</p>	<p>May 2013</p>
<p>Increase parent/Community Involvement.</p> <p>Increased Opportunities for input.</p> <p>5A.</p>	<p>Parent Science Nights will be held to promote parent/student/teacher interaction in science centers.</p>	<p>The earlier in a child's educational process parent involvement begins, the more powerful the effects. The most effective forms of parent involvement are those, which engage parents in working directly with their children on learning activities at home.</p>	<p>http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf</p>	<p>August 2010</p>	<p>May 2013</p>

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ of TEA.		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013		031-901 County-District No. _____ Amendment No. _____	
Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Improve School Climate. Increase attendance. 6A.	1) Classrooms with +98% attendance. 2) Perfect attendance six weeks t-shirts. 3) Perfect attendance mini laptop raffle every six weeks.	Teachers need to make their lessons interesting, exciting, motivating & engaging so that students want to attend school daily.	Matthew Nan: 2006	August 2010	ongoing
Improve School Climate. Increased Attendance. 6A.	1) Teacher of the week parking space. 2) Teacher of the week will receive a gift certificate from local stores, and/or restaurant. 3) Teachers with perfect attendance will receive a perfect attendance t-shirt. 4) Teachers' names with perfect attendance will be entered into a raffle of one laptop per six weeks.	Teachers will be more effective if they are in a positive and motivating environment that enhances students' performances. Teachers feel comfortable and appreciated by the students, administrators, parents, and colleagues.	Matthew Nan: 2006	August 2010	ongoing
Improve School Climate. Decrease Discipline Referrals. 6B.	School wide uniformity in rules, consequences, and procedures will decrease the number of classroom disruptions that will result in discipline referrals. <u>Activities:</u> 1) Color-code grade levels 2) Administrative meetings with parents to discuss student code of conduct. 3) Reward students in cafeteria for good behavior (incentives). 4) School will have a 0 tolerance rule.	Students will be less likely to disrupt the learning process, if there is a consistency throughout the school on behavior management. This will result in an increase in learning and assessment scores.	Matthew Nan: 2006; Trice Education Resources, Inc.	August 2010	ongoing
Improve School Climate. 6.	Teachers will attend the following professional development through Trice Education Resources, Inc.: Motivational Strategies	This will motivate students to do good in their class in order to be eligible to participate in the extracurricular	Trice Education Resources, Inc.	August 2010	ongoing

		activities. Also, this will create high self-esteem and school pride.			
<p>Improve School Climate.</p> <p>Increase involvement in extra/ co-curricular activities.</p> <p>6C.</p>	<p>To ensure that students have various opportunities to participate in extracurricular activities the following clubs will be offered to students:</p> <ul style="list-style-type: none"> -Science club -Reading library club -Newspaper committee -Various sports teams (Football, track, and soccer) -Photography club -Recycling club -Student council -Cheerleading -Drill Team -UIL competition -Chess team -Ballroom Dancing -Sports 	<p>This will motivate students to do good in their class in order to be eligible to participate in the extracurricular activities. Also, this will create high self-esteem and school pride.</p>	<p>Jordan Kowalski; May 11, 2010</p>	<p>August 2010</p>	<p>ongoing</p>
<p>Improve School Climate.</p> <p>Increase involvement in extra-co-curricular activities.</p> <p>6C.</p>	<p>Teachers will volunteer time to sponsor various extracurricular activities. Teachers will create monthly thematic units. At the beginning of the year, have teachers choose an extracurricular activity they would like to sponsor. Administration support when needed (resources).</p>	<p>To ensure that various extracurricular activities are carried out throughout the school year.</p>	<p>Jordan Kowalski; May 11, 2010</p>	<p>August 2010</p>	<p>ongoing</p>
<p>Improve School Climate.</p> <p>Increase Attendance.</p> <p>Decrease discipline referrals.</p> <p>6A & B.</p>	<p>Communities In Schools student program</p>	<p>Communities In Schools is making a difference for Texas students. CIS provides significant management and technical support for all CIS implementation sites. CIS strategies provide components of stay-in-school efforts that contribute to student success and a more connected community.</p>	<p>Communitiesinschools.org Newsletter</p>	<p>August 2010</p>	<p>May 2013</p>
<p>Improve School Climate.</p> <p>Increase Attendance.</p> <p>Decrease Discipline Referrals.</p> <p>6A & B.</p>	<p>Implement a school-wide response to intervention model. Response To Intervention Initiative (RTI) will be used as a behavior management program.</p>	<p>Response to Intervention (RTI) is a multi-tiered approach to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special</p>	<p>www.theteachingzone.com; www.tlc-sems.com; www.goleaps.com</p>	<p>August 2010</p>	<p>May 2013</p>

		education, or both.			
<p>Improve School Climate.</p> <p>Increase Attendance.</p> <p>Decrease Discipline Referrals.</p> <p>6A & B.</p>	<p>In order to increase teacher and student relationship, growth, achievement, and success.</p> <p>Trice Education Resources, Inc. : Sensitivity Training</p>	<p>Sensitivity training is designed to demonstrate the parallel between teaching and student achievement; the workshop engages participants in activities that center on "attitude" and its relationship to growth, achievement and success.</p>	<p>Bauman, Waldo, & Arizaga, 1997; Waldo, 1985; Sabers & Franklin, 1985-1986, p. 104; Skillings & Dobbins, 1991</p>	<p>August 2010</p>	<p>May 2013</p>
<p>Improve School Climate.</p> <p>Increase Attendance.</p> <p>Decrease discipline referrals.</p> <p>6A & B.</p>	<p>Identify and reward school leaders and teachers who have increased student achievement.</p>	<p>To have a motivated staff, it is important to reward all faculty and staff.</p>	<p>Ritter and Johnson, 2010</p>	<p>August 2010</p>	<p>May 2013</p>
Add additional pages as needed.					

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		031-901 County-District No. Amendment No.	
Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Increase Teacher Quality. Locally Developed Appraisal Instruments. 7A.	Evaluation of classroom environment. A team will be formed of one person per grade level to create a checklist to ensure a print rich classroom environments.	Ensure proper display of content area(s) and vocabulary strategies conducive to student learning – specific to grade level. Word walls, maps/charts, skills to be taught, strategies used, appropriate bulletin board displays and CPQ for focus objectives.	Pbis.org/evaluation/evaluation_tools.aspx	August 2010	ongoing
Increase Teacher Quality. Locally Developed Appraisal Instruments. 7A.	A team will be formed of one person per grade level to develop grade appropriate walk-through forms with emphasis on student-centered learning, high expectations, & rigor.	Seek to check for alignment of curriculum to TEKS, testing objectives, Scope/Sequence, etc. Offer positive feedback for teacher/student improvement indicating targeted areas of concern.	Banda, 2009	August 2010	ongoing
Increase Teacher Quality. On-going job embedded professional Development 7B.	Provide a variety of professional development opportunities to teachers to increase quality of classroom management. Require all teachers to attend Harry Wong and Chelonda Seloyer/Effective Teacher Training	Educators are to engage in daily activities whether formal or informal to ensure what has been learned is being implemented. Apply new information to address immediate circumstances. Meet on-going goals by incorporating training into the teaching work day.	Cyndi Rowland, Ph.D, 2007	August 2010	ongoing
On-going job embedded professional Development 7B	Provide a variety of professional development to increase teacher quality in the area of teaching strategies. Professional Development Region One: 1) Thinking Maps; 2) What Works in Schools. 3) Trice Education	Teachers need to be aware of teacher and student factors that impact student achievement.	Cyndi Rowland, Ph.D, 2007; Marzano, 2008; Trice Education Resources, Inc.	August 2010	ongoing

	Resources, Inc: Teaching Strategies.				
<p>Increase Teacher Quality.</p> <p>On-going job embedded professional Development</p> <p>7B.</p>	<p>Use and integrate technology-based supports and interventions as part of the school's instructional program and increase teachers' use of technology. Provide training on and follow-up walkthrough documentation regarding use of: Document cameras, laptops, desktop computers, Smartboards, projectors, Ebooks, Itouch for 4th & 5th, and Clickers.</p>	<p>With the passage of the No Child Left Behind (NCLB) legislation in January 2002, testing has become not only more routine, but also increasingly high-stakes and focused more on specific content knowledge. Test results are regularly used as the measuring stick for student advancement to the next grade and as a gauge for judging the quality of schools and the educators who work in them. Therefore, efforts to integrate technology into schools and classroom practices must not only acknowledge but also provide evidence that technology assists in meeting these accountability demands.</p>	<p>Cyndi Rowland, Ph.D, 2007</p>	<p>August 2010</p>	<p>ongoing</p>
<p>Increase Teacher Quality.</p> <p>On-going job embedded professional development</p> <p>7B.</p>	<p>Initiate study groups, peer counseling, and mentoring throughout the grade levels.</p> <p>Trice Education Resources, Inc: Self-Esteem</p>	<p>Educators will use past experiences to understand new learning materials.</p>	<p>Renyi, J. 1996</p>	<p>August 2010</p>	<p>ongoing</p>
<p>Increase Teacher Quality.</p> <p>Recruitment/Retention Strategies.</p> <p>7C.</p>	<p>Brochure of school information, display board, and slide show.</p>	<p>For job recruitment, supply each possible applicant with school wide expectations and administrative. Involvement/support of school wide initiations.</p>	<p>Joan Idanan; Jun. 13, 2008</p>	<p>August 2010</p>	<p>ongoing</p>
<p>Increase Teacher Quality.</p> <p>Recruitment/Retention Strategies.</p> <p>7C.</p>	<p>Provide qualified mentors for new teachers and those teachers in need of assistance.</p> <p>Professional Development training on team building. Trice Education Resources, Inc.</p>	<p>Enhance teacher sensitivity when dealing with all student types. Incorporate motivational and effective teaching practices.</p>	<p>Joan Idanan; Jun. 13, 2008</p>	<p>August 2010</p>	<p>Ongoing</p>

Increase Teacher Quality. On-going job embedded professional development 7B.	Teachers will participate in book study activities with the Campus Leadership Team, which will help them become experts in their areas of need.	Book study/professional literature activity provides a perfect opportunity to encourage teachers to think about the text of the book and how it relates to their own experiences, their world, and to other books they have read. Reading a book will allow teachers to reflect on their own practices and plan on how to increase student achievement and school climate.	http://www.mtisd.org/home_elementary/bookofthemonth.asp	August 2010	May 2013
Add additional pages as needed.					

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ of TEA. by _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>031-901</u> County-District No. _____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 4: Waiver Requests		
Applicants must check the waivers in which the LEA/campus intends to implement.		
<div style="border: 1px solid black; padding: 10px; margin-bottom: 20px;"> <input checked="" type="checkbox"/> XXXX 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; background-color: #f0f0f0;"> Note: Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and must be checked. </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>		

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	031-901 County-District No. Amendment No.
--	--	--

Texas Title I Priority Schools Grant

Schedule #4C—Performance Assessment and Evaluation

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

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

CAMPUS: El Jardin Elementary agrees to comply with any and all reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. El Jardin's project manager and campus leadership team will significantly monitor grant activities to ensure compliance with all applicable federal requirements. The CLT will create a timeline to schedule monitoring of all activities. The project manager will use the timeline to monitor these activities and report back to the CLT. If an activity is not being implemented to its full potential, the project manager will notify the CLT who will then create a plan to ensure continuous implementation of such activity. Below is the timeline

Improvement Activity	Process for On-going Monitoring
1. Professional Development	Sign-in sheets, evaluation on ERO, college transcripts
2. Consultants	Sign-in sheets, walk through documents, pictures/videos
3. Student/Teacher Attendance	Sign-in sheets, Student Plus, PEIMS, Gradespeed, OZ e-School
4. Discipline/Behavior	Referral documentation, teacher PDAS binders
5. Summer Academies	Student sign-in sheets, lesson plans, attendance sheets
6. After-School Extended Day	Sign-in sheets, attendance sheets, lesson plans, walk throughs
7. Saturday Academies	Sign-in sheets, attendance sheets, lesson plans, walk throughs
8. Curriculum Writing	Sign-in sheets, end product
9. Horizontal/Vertical Alignment Meetings	Sign-in sheets, minutes on meeting
10. Technology	Walk through documents
11. School Improvement Resource Program	Transformation Technical Assistance and Resources Checklist
12. Instructional Resources	Walk through documentation, PDAS
13. Print-Rich Classrooms	Walk through documentation, pictures/videos
14. Standardized Assessment Scores	Benchmark data, six weeks tests, TAKS scores
15. Extracurricular Activities	Pictures/videos, lesson plans/list of activities
16. Monthly Newsletter	Copy of the newsletter
17. Family Reading Night	Log in sheet, pictures, book report
18. Pajama Lock-In	Student list
19. Communities In Schools (CIS)	Contact log, attendance sheets
20. Summer Recreation Wellness Program	Student sign-in sheets, lesson plans/documentation of activities

Brownsville ISD will provide significant on-going monitoring of grant activities primarily through the office of the Cluster Area Assistant Superintendent/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. **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 and are aligned to the grant's Critical Success Factors.

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 & #s of students showing improvement. TELPAS & AMAO changes. **3) Leadership effectiveness** # of training sessions attended by principal, assistant principal, & dean/facilitator. Teacher leader trainings. **4) Increase learning time.** # of extended day/week/year and zero period opportunities for students, # of students participating in sessions. Extended day/week/year & zero period curriculum review and evaluation. **5) Increase parent/community involvement:** # of sessions, types of sessions, and # of participants for parents/community. **6) Improve school climate:** percentage 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 # of administrator & teacher leader walk-throughs, feedback meetings, and mentoring/collaboration meetings.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	031-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section 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>CAMPUS: El Jardin Elementary project manager and campus leadership team will evaluate the grant activities to ensure compliance. El Jardin Elementary will submit the following data: 1) A narrative of achievements, challenges, and fiscal issues. 2) <u>Improve Academic Performance:</u> # and percentage of core subject-area teachers (English/language arts, mathematics, science, and social studies) who participated in professional development related to the grant, list of professional development activities that includes the following for each completed activity or workshop: title, duration, date completed, # of participants, and overall satisfaction rating of the participants. List/copy of consulting services contracted along with participant lists. #/percentage of classrooms receiving new technology resources and walkthroughs demonstrating use in classroom. 3) <u>Increase Teacher Quality:</u> The # of students that gained access to technology and the Internet within the classroom, # of days of technology-related professional development provided, description of the physical changes (print-rich environment) made to classrooms, # and percentage of students who pass core subject-area courses (English/language arts, mathematics, science, and social studies), # of students who meet standard on standardized assessments, # of students with commended performance on standardized assessments. 4) <u>Improve School Climate:</u> charts reflecting reduction in #s of student absences, # of behavioral referrals. Names of teachers of the week, list of extracurricular clubs. 5) <u>Increase Learning Time:</u> After-School tutorial, Saturday Academy, Summer Academy, and Summer Wellness Program student permission slips, attendance sheets, instructional daily schedules, and curriculum. 6) <u>Increase Leadership Effectiveness:</u> Certificates and professional leaves. 7) <u>Increase the use of Quality Data to Drive Instruction:</u> Charts reflecting benchmark results and interventions applied by child. 8) <u>Increase Parent/Community Involvement:</u> Copies of monthly newsletters, Agendas for Family Reading Night, sign-in sheets, lists of A/AB Honor Roll students for the Pajama lock-in. For Communities In Schools, a copy of Agendas and Sign-in sheets of parent and student meetings will be submitted. The results of the evaluation will demonstrate that the selected intervention model has been implemented with fidelity at El Jardin Elementary. The evaluation results will be used to ensure success of the grant and to identify any barriers. These barriers will be addressed immediately to ensure the grant is being implemented as stated. In addition, the results of this evaluation will be used to improve the grant program at El Jardin Elementary. This will be done by determining what is being successful and what needs to be looked at with greater detail.</p> <p>DISTRICT: BISD will use the results of the formative evaluations to improve the grant program. At the district level, the formative evaluation is that outlined on page 51 which will occur in short-intervals of 3-4 weeks and at the time of the quarterly reports to TEA. The district's Cluster Area Assistant Superintendent will meet with the campus administration and/or teacher leaders as appropriate to review/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 Pre K/CPALLS initiative. Quality data drives instruction! Thus, the formative evaluation measures, in short intervals, how effectively the campus is using the quality data and whether or not it is driving instructional decisions on a daily basis! Leadership effectiveness may be more difficult to ascertain. Disaggregation of data and the making of data-driven decisions are both on-going job embedded leadership professional development activities. So is resourcefulness in the allocation of additional time and funds to support areas of need revealed by the constant and consistent disaggregation of data. Thus, the district shepherd will use these indicators as formative evaluation tools for leadership effectiveness. Formative evaluation of the effectiveness of increases in learning time will be based on increases in numbers of students participating in 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. 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 components. The CSF 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, use of technology and on-going job embedded professional development.</p>		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	031-901 County-District No. _____ Amendment No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		
Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section 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><u>CAMPUS:</u> At El Jardin Elementary data will be gathered using a mixed-methods approach. This entails utilizing both quantitative and qualitative techniques to gather data.</p> <p>The quantitative component will consist of:</p> <ol style="list-style-type: none"> 1. Benchmarks (2nd-5th grade) 2. Unit Assessments (K-1st grade) 3. TPRI/TEJAS LEE BOY, MOY, and EOY (K-3rd grade) 4. Stanford/Aprenda (1st-2nd grade) 5. TELPAS (K-5th grade) 6. Standardized Assessments (TAKS) (3rd-5th grade) 7. Sign-in Sheets 8. Lists of Participants <p>The qualitative component will consist of classroom observations, walk-throughs, and TAKS scores. Student achievement data will be disaggregated by race, gender, migrant status, English proficiency, SES, LEP, and special education population. This data will be used to improve instruction by identifying students' areas of needs. These needs will be shared with all stakeholders and workshops will be held to plan targetting the areas in need of assistance. In addition, teachers will complete at least 6 hours of professional development in one or more of the areas in need identified. To ensure continuous improvement the project manager and campus leadership team will collect data and information and analyze it for trends or patterns. The team will seek to understand the dynamics of the educational system as a whole, the interrelations of the parts, and how the policies, procedures, and resource allocations support or diminish the ability to achieve the schools vision. Successful and appropriate solutions will be identified.</p> <p><u>DISTRICT:</u></p> <p>BISD and the campus agree to comply with reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. BISD will develop a process for data collection and methods will be technology driven to the greatest extent possible. Surveys will be used (example/monkey survey) to gather data on quality, type, and degree of participatory involvement practiced by principal, teachers, parents, community members, and when/as appropriate, students. Quality, type, and degree of planning, implementation, and evaluation of project activities data collection will be mainly through summaries/sign in sheets/agendas submitted on-line to the degree possible to the Cluster Area Assistant Superintendent. The method for collection of data with regards to the quality, type, and degree of collaboration with project partners will be via reports from these groups as well as campus reports to the district shepherd with details regarding the successes and challenges of project collaboration. Data collection regarding the quality, type, and level of professional development activities and their impact on school reform efforts will be via walk-throughs and the PDAS instruments which indicate level of implementation of new strategies and level of follow-through in use of technology, etc. Data regarding the quality/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. Products or documents developed will be evaluated by the appropriate central office department. Strengths and weaknesses of the project design, implementation, and evaluation will be relayed via these data collection methods and components. 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 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>		

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	031-901 County-District No. _____ Amendment No.
Texas Title I Priority Schools Grant		
Schedule # 4C—Performance Assessment and Evaluation		
Part 2: Process for Development of Performance Goals		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>El Jardin Elementary will develop its campus performance goals in alignment with the District's process as well as congruent with those of this grant. Critical factors in the development of the campus performance goals will include the Comprehensive Needs Assessment, the priorities which emerge from it, the disaggregation of El Jardin's 2010 state assessment data, El Jardin's historical assessment data, and of course the District's performance goals for all public school campuses within its boundaries. All El Jardin stakeholders, students, parents, teachers, support staff, leadership team, and community/business representatives will participate in the development of the campus performance goals.</p> <p>As stated throughout this document, El Jardin recognizes that it is eligible to receive these grant monies because of the performance gaps of its special education student population when compared to all of El Jardin's tested students. El Jardin lost 34 percentage points in special education students tested who met AYP standards between 2008 and 2009. Since the campus is (El Jardin=99% Hispanic and 98% low SES) (Lopez=98% Hispanic and 97% low SES), these two, (ethnicity and economic status) groups test results mirror those of all students. Thus, El Jardin's performance goals will focus significantly on improving academic services to special education students especially in the areas of reading, math, and science.</p> <p>Additionally, also as mentioned previously, with a 97-98% low SES student population, El Jardin's students are already at a significant disadvantage when looking at college access financially. The only hope that the majority of students who leave El Jardin, attend its feeder middle school, Lucio MS, and move on to graduate from the next level at Lopez High School have of getting to college lies in the acquisition of significant scholarship dollars. Approximately 70%-80% of El Jardin 's students will be first generation college graduates. However, unless scholarship dollars are readily available to them, they will either have to incur enormous debts in terms of financial aid and loans or will be, at best, relegated to a two year post-secondary institution. Therefore, it is incumbent upon El Jardin to prepare these students in a manner that will make them eligible for scholarships. This can only occur if the majority of testers achieve "Commended" status annually on their TAKS reading, math, and science tests. A strong foundation in elementary, implicit in receiving on-level "Commended" reading, math, and science TAKS score, will set the stage for continuing the same pattern in both middle and high school and will put scholarship dollars within these students' reach.</p> <p>Both of these goals, 1) closing the achievement gap between all students tested and special education students tested and 2) significantly increasing, on a yearly basis, numbers of students who accomplish "Commended on-level" scores in TAKS reading, math, and science will be the focal point of the campus discussions with stakeholders when goals are being developed.</p> <p>As stated, El Jardin is a Tier 3 eligible campus which has selected the modified transformation model for school reform and will expend grant funds for the permissible activities delineated for this model as defined in the final federal regulations. El Jardin has a great need for the funds and is highly committed to use the funds to provide adequate resources in order to raise substantially the achievement of all students so as to enable the school to make adequate yearly progress and improvement status. Furthermore, El Jardin will work with SIRC in all aspects of the reform model as per the SIRC timeline delineated. BISD has demonstrated that the needs of El Jardin have been analyzed and that the intervention selected is based on its comprehensive needs assessment which involved feedback from all stakeholders. BISD has also demonstrated that it has the capacity to use the grant funds to provide adequate resources and related support to El Jardin. Furthermore, BISD has the capacity to ensure that all interventions are consistent with the final federal requirements and that only external providers who can provide research-based services will be allowed to serve this grant eligible campus. The district has also indicated that not only will other funding sources be aligned to help with the interventions but also that it will sustain the reforms after the funding period ends and that its policies and procedures are subject to modification as needed. BISD has developed annual goals for student achievement on the State's assessment in reading/language arts, math, and science and has established a monitoring instrument to evaluate El Jardin's progress towards these goals.</p>		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	031-901 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant		
Schedule # 4C—Performance Assessment and Evaluation		
Part 2: Process for Development of Performance Goals		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>The grant's financial assistance will supplement, not supplant, the amount of state and local funds allocated to El Jardin and the district will report to TEA all school-level data required by state and federal requirements. In implementing the modified transformation model, the district and El Jardin elementary commit to:</p> <ol style="list-style-type: none"> 1) Develop and increase teacher and school leader effectiveness, using rigorous, transparent, and equitable evaluation systems for teachers and principal that take into account data on student growth and include the individuals themselves in developing and designing growth models. 2) Provide ongoing, high-quality, job-embedded professional development in subject-specific pedagogy aligned to the district's curriculum and instructional program and supported by mentoring and on-job reflective practices. 3) Implement strategies such as incentives, flexible work conditions, etc. that are designed to identify and reward school leaders, teachers, and staff who have increased student achievement and "Commended" performance percentages. 4) Use data to implement an instructional program that is research-based and vertically aligned from grade to grade and which promotes the continuous use of student data to inform and differentiate instruction in a cyclical manner that provides resources for helping each individual student succeed academically. 5) Establish schedules, strategies, and additional chunks of time to increase learning and time on task while simultaneously promoting rigor and higher order thinking skills. 6) Take advantage of all technical assistance provided by the grantor to enable all staff members to work smarter, not harder. 7) Engage the entire community in the reform effort. 8) Conduct periodic review to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if found to be ineffective. 9) Use and integrate technology-based supports and interventions as part of the instructional program and match technology resources to students' learning styles. 10) Partner with parents and parent organizations, faith and community based organizations, health clinics, etc. to create safe school environments that meet students' social, emotional, and health needs. 11) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports. 12) Attend and participate in grant orientation meetings, technical assistance meetings, coaching support, other periodic meetings of grantees, the Texas School Improvement Conference, and the sharing of best practices. 13) Participate in any evaluation of the grant conducted by the US Dept. of Ed. and TEA. 14) Establish a system of formative assessment aligned to the TEKS and TAKS which provides robust, targeted data to evaluate the effectiveness of the curriculum, the rigor of the instruction occurring on the campus, and the progress of student groups targeted by the campus and district program goals. 15) Ensure that objective data guides instructional decisions made by teachers for individual students. 16) Implement a school wide "response to intervention" behavior modification model. 17) Provide additional supports to teachers to ensure that students with disabilities are served in the least restrictive environment and that LEP students acquire language skills to master academic content. 		
<p>As El Jardin develops its final goals and aligns them to those of the District and the requirements of this grant application, all of the above mentioned components will play a part in the final outcome, not only of setting the goals and objectives, but also in attaining and exceeding them.</p>		

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	031-901 County-District No. _____ Amendment No. _____

Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

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

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

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

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)	031-901 County-District No.
	School Years 2010-2013	_____ Amendment No.

Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

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

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

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

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	031-901 County-District No. _____ Amendment No.				
Texas Title I Priority Schools Grant						
Schedule # 4C—Performance Assessment and Evaluation						
Part 3: Annual Performance Goals						
Increase Parent/Stakeholder Involvement – Enter the annual goals for increasing parent and community involvement, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase number of yearly parent involvement activities on campus.	Meeting/ Training Agendas	2009-2010 Benchmark	+10	+10	+10
2	Increase number of parents attending parent involvement trainings, activities, conferences, etc. on campus and at district.	Sign-in sheets	2009-2010 Benchmark	+20	+30	+40
3	Increase parent and community satisfaction with school.	Annual CNA survey	Spring 2010 Baseline	+80%	+80%	+80%
4	Increase depth of community involvement in school curriculum, including submission to KBSD for broadcasting.	Campus annual calendar	2009-2010 Baseline	+10% baseline	+15% baseline	+20% baseline
5	Increase parent and community volunteerism on campus.	Human Resources database	2009-2010 Baseline	+10	+15%	+20%
Improve School Climate – Enter the annual goals for improving the school climate, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase student attendance rates.	PEIMS	2009-2010 ADA Baseline	96%	97%	98%
2	Decrease student discipline referrals.	PEIMS	2009-2010 PEIMS Baseline	-10	-20	-30
3	Increase teacher attendance rates.	Payroll dept. database	2009-2010 Baseline	+3% baseline	+ 6% baseline	+9% baseline
4	Increase stakeholders' perception of school climate.	CNA survey	2009-2010 Baseline	+10% baseline	+15% baseline	+20% baseline
5	Increase student participation in co-curricular and extra-curricular activities.	StudentPLUS database	2009-2010 Baseline	+3% baseline	+6% baseline	+9% baseline

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	031-901 County-District No. _____ Amendment No. _____
by telephone/e-mail/FAX on _____ by _____ of TEA.		

Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

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

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase end-of-year report card reading passing rates of special education students K-5.	PEIMS	Spring 2010 Baseline	+10% baseline	+15% baseline	+20% baseline
2	Increase end-of-year math report card reading passing rates of special education students K-5.	PEIMS	Spring 2010 Baseline	+10% baseline	+15% baseline	+20% baseline
3	Increase end-of-year science report card passing rates of special education students K-5.	PEIMS	Spring 2010 Baseline	+10% baseline	+15% baseline	+20% baseline
4	Increase end-of-year report card reading passing rates of ELLP students K-5.	PEIMS	Spring 2010 Baseline	+10% baseline	+15% baseline	+20% baseline
5	Increase end-of-year report card math passing rates of ELLP students K-5.	AP test results	Spring 2010 Baseline	+10% baseline	+15% baseline	+20% baseline

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		031-901 County-District No. _____ Amendment No. _____	
Texas Title I Priority Schools Grant					
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies					
No Barriers					
#	No Barriers	Students	Teachers	Others	
000	The applicant assures that no barriers exist to equitable access and participation for any groups.	<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"/>	

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	031-901 County-District No. Amendment No.
--	--	---

Texas Title I Priority Schools Grant

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"/>

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	031-901 County-District No. _____ Amendment No.		
Texas Title I Priority Schools Grant				
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Drug-Related Activities (cont.)				
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, & parents to deal with drug-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D15	Seek Collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide Program materials/information in Braille.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E03	Provide program materials/information in large type.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		031-901 County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		_____ Amendment No.	
Texas Title I Priority Schools Grant					
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies					
Barrier: Absenteeism/Truancy					
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others	
K01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K02	Develop and implement a truancy intervention plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K04	Recruit volunteers to assist in promoting school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K06	Provide before/after school recreational or educational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K07	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K08	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K09	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K10	Coordinate with health and social services agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K11	Coordinate with the juvenile justice system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: High Mobility Rates					
#	Strategies for High Mobility Rates	Students	Teachers	Others	
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
L02	Establish partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
L03	Establish/maintain timely record transferal system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
L99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Lack of Support from Parents					
#	Strategies for Lack of Support from Parents	Students	Teachers	Others	
M01	Develop and implement a plan to increase support from parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M02	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M03	Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M04	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M05	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M06	Provide parenting training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M07	Provide a parent/family center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M08	Provide program materials/information in home language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M09	Involve parents from a variety of backgrounds in school decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M11	Provide child care for parents participating in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12	Acknowledge and include family members' diverse skills, talents, acknowledge in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M14	Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		031-901 County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____	
Texas Title I Priority Schools Grant					
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies					
Barrier: Shortage of Qualified Personnel					
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others	
N01	Develop and implement a plan to recruit and retain qualified personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N03	Provide mentor program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N04	Provide intern program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N05	Provide professional development in a variety of formats for personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N06	Collaborate with colleges/universities with teacher preparation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Lack of Knowledge Regarding Program Benefits					
#	Strategies for Lack of Knowledge regarding Program Benefits	Students	Teachers	Others	
P01	Develop and implement a plan to inform program beneficiaries of program activities & benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Lack of Transportation to Program Activities					
#	Strategies for Lack of Transportation to Program Activities	Students	Teachers	Others	
Q01	Provide transportation for parents and other program beneficiaries to activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q03	Conduct program activities in community centers and other neighborhood locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q04	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Other Barrier					
#	Strategies for Other Barrier	Students	Teachers	Others	
Z99	Other Barrier:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other Strategy:				

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with			TEXAS EDUCATION AGENCY Standard Application System (SAS)		031-901 County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.			School Years 2010-2013		_____ Amendment No.	
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	\$ 1,255,806	\$	\$	\$ 1,255,806
Professional and Contracted Services	5C	6200	1,221,192			1,221,192
Supplies and Materials	5D	6300	1,091,848			1,091,848
Other Operating Costs	5E	6400	180,670			180,670
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/15XX	1,431,150			1,431,150
		Total Direct Costs	5,180,666			5,180,666
		1.334% Indirect Costs				69,110
Grand Total						
Total Budgeted Costs:			\$ 5,180,666	\$ 0	\$ 0	\$ 5,249,776
Administrative Cost Calculation						
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs						5,249,776
Multiply by 0.05 (5% limit)						X 0.05
Enter Maximum Allowable for Administration, including Indirect Costs						\$ 262,489

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	031-901 County-District No. _____ Amendment No.
Texas Title I Priority Schools Grant Schedule #5—Program Budget Summary		
Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.		
Year 1: SY 2010-2011 \$1,749,925 Year 2: SY 2011-2012 \$1,749,925 * Year 3: SY 2012-2013 \$1,749,925* * 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		
<u>BISD Processes and Procedures:</u> Extra Duty Pay: \$35.00/hr. Professional Duty: \$100/6 hrs. \$50/3 hrs. <u>BISD Budget Descriptions Handbook:</u> 6600 Capital Outlay: Items (other than electronics with a per unit cost of greater than \$500 and life expectancy of greater than two years will be capital outlay. Electronics with a per unit cost greater than \$150 and life expectancy of greater than two years will be capital outlay. Items not meeting this criteria will be coded 6399.		
<u>El Jardin Elementary Budget Explanations:</u>		
<u>6100: Payroll Costs</u>		
1. Full Time Payroll Costs: 1-Reading First Coach; 1 Pre-Kinder Teacher 2. Professional Staff Extra Duty Pay: Project Coordinator (\$35/hr), Extended day/week/year Teacher Stipends (\$35/hr.), Professional Development Stipends (\$100/6hrs), and Incentive Pay Stipends for Teachers meeting specific criteria (\$3,000/year). 3. Support Staff Extra Duty Pay: Clerical staff (time and ½) paperwork, data base processing etc.		
<u>6200: Professional and Contracted Services</u>		
1. Professional or Consulting Services: As detailed on Schedule 5C.		
<u>6300: Supplies and Materials</u>		
1. Technology Software not Capitalized: Texthelp, CPALLS, and Eduphoria 2. Supplies and Materials that require specific approval: Consumable supplies, workbooks, supplies and materials for staff development including notebooks, and binders.		
<u>6400: Other Operating Costs</u>		
1. Other Operating Costs that do not require specific approval: Light lunches and refreshments for all-day, sequestered staff development sessions.		
<u>6600: Capital Outlay</u>		
1. Technology Hardware- Capitalized. Computers, Laptops, Ipods, Ipads, Smartboard Kits, Mobi-pads and Clickers, etc.		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		031-901 County-District No.		
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No.		
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	Pre-Kinder Teacher Salary	1		\$	\$ 91,773
2	Educational Aide					
3	Tutor					
Program Management and Administration						
4	Project Director					
5	Project Coordinator					
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title: Reading First Coach		1			215,328
23	Title: _____					
24	Title: _____					
25	Title: _____					
26	Subtotal Employee Costs				\$	\$ 307,101
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay			\$	\$ 22,500
28	6119	Professional Staff Extra-Duty Pay				709,140
29	6121	Support Staff Extra-Duty Pay				51,012
30	6140	Employee Benefits				166,053
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$ 948,705
32	Grand Total Payroll Budget (line 26 + line 31)				\$	\$ 1,255,806

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)	031-901 County-District No.
	School Years 2010-2013	Amendment No.

Texas Title I Priority Schools Grant

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

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

Subtotal

6200 – Professional and Contracted Services Cost Requiring Specific Approval

Professional and Consulting Services (6219/6239) Less than \$10,000

#	Topic/Purpose/Service	Total Contracted Amount	Pre-Award	Total Amount Budgeted
1.	Foss	\$ 2,550	\$	\$ 2,550
2.	Region One: Best Practices Workshop	2,400		2,400
3.	Professional Development for Summer School Teachers	4,950		4,950
4.	Summer Recreation Wellness Program 1 st Aid Training for Teachers	600		600
5.	Professional Development for Administration at Region One	9,000		9,000
6.	Region One: Thinking Maps and What Works In Schools Workshop	6,000		6,000
7.	Online Gradebook	4,650		4,650
8.				
9.				
10.				

Subtotal

Professional and Consulting Services Less than \$10,000

\$

\$ 30,150

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

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

SIRC: Provide all components of Modified Transformation School Reform Initiatives: Snapshots, technical assistance, professional development, and coaching.

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: _____		162,000		162,000

	Subgrants, Subcontracts, Subcontracted Services			
	Supplies and Materials			
	Other Operating Costs			
	Capital Outlay (Subgrants Only)			
	Indirect Cost (____%)			
Total Payment:		\$ 162,000	\$	\$ 162,000

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

Martha Morales: TNT Reading/Writing-A Dynamite Process-Phase II Diagnostic Training and Analysis. Consultants analyze data and provide data-based differentiated instructional methodologies/processes.

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		450,000		450,000
	Supplies and Materials				
	Other Operating Costs				
	Capital Outlay (Subgrants Only)				
	Indirect Cost (____%)				
Total Payment:			\$ 450,000	\$	\$ 450,000

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

University of Texas Reading Memorandum of Understanding reading reform: professional development, disaggregation of TPRI/Tejas LEE data, and closing of gap strategies.

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		99,000		99,000
	Supplies and Materials				
	Other Operating Costs				
	Capital Outlay (Subgrants Only)				
	Indirect Cost (____%)				
Total Payment:			\$ 99,000	\$	\$ 99,000

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

Communities In Schools champions the connection of needed community resources with schools to help students successfully learn, stay in school, and prepare for life. Social worker included in MOU.

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		87,000		87,000
	Supplies and Materials				
	Other Operating Costs				
	Capital Outlay (Subgrants Only)				
	Indirect Cost (____%)				
Total Payment:			\$ 87,000	\$	\$ 87,000

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

Trice Education Resources Inc.: Offers professional development workshops and teacher coaching especially geared to meet the unique challenges schools face today.

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		184,500		184,500
	Supplies and Materials				
	Other Operating Costs				
	Capital Outlay (Subgrants Only)				
	Indirect Cost (____%)				
Total Payment:			\$ 184,500	\$	\$ 184,500

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

Behavior Management School Wide Program with Response to Intervention built in.

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		28,992		28,992
	Supplies and Materials				
	Other Operating Costs				
	Capital Outlay (Subgrants Only)				
	Indirect Cost (____%)				
Total Payment:			\$ 28,992	\$	\$ 28,992

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

D.M.R. Educational Consulting, Inc. offers detailed analysis and strategies of Reading Objectives and intense Flip-Chart intervention strategies for objectives 1-4 of standardized exam.

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		60,000		60,000
	Supplies and Materials				
	Other Operating Costs				
	Capital Outlay (Subgrants Only)				
	Indirect Cost (____%)				
Total Payment:			\$ 60,000	\$	\$ 60,000

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

Readers Theatre Workshop

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		10,500		10,500
	Supplies and Materials				
	Other Operating Costs				
	Capital Outlay (Subgrants Only)				

Indirect Cost (____%)				
Total Payment:		\$ 10,500	\$	\$ 10,500
9. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Harry Wong and Chelondda Seloyer Effective Teaching				
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		15,000		15,000
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 15,000	\$	\$ 15,000
10. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Cheryl Cox Consulting Effective Reading Strategies				
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		15,000		15,000
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 15,000	\$	\$ 15,000
11. 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		\$34,875		\$34,875
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 34,875	\$	\$ 34,875

12. 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		27,900		27,900
	Supplies and Materials				
	Other Operating Costs				
	Capital Outlay (Subgrants Only)				
	Indirect Cost (____%)				
Total Payment:			\$ 27,900	\$	\$ 27,900

13. 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		16,275		16,275
	Supplies and Materials				
	Other Operating Costs				
	Capital Outlay (Subgrants Only)				
	Indirect Cost (____%)				
Total Payment:			\$ 16,275	\$	\$ 16,275
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:					
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:			30,150		30,150
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:			1,191,042		1,191,042
Remaining 6200- Professional and Contracted Services that do not require specific approval:					
Grand Total:			1,221,192		1,221,192

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		031-901 County-District No.		
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		_____ Amendment No.		
Texas Title I Priority Schools Grant						
Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized			\$	\$	
	#	Type	Purpose			Quantity
	1					
	2					
	3					
	4					
6399	Technology Software- Not Capitalized---- Texthelp, CPALLS, & Eduphoria Software				38,085	
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:					38,085	
Remaining 6300- Supplies and Materials that do not require specific approval:					1,053,763	
Grand Total				\$	\$ 1,091,848	

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with		TEXAS EDUCATION AGENCY Standard Application System (SAS)		031-901 County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No.	
Texas Title I Priority Schools Grant					
Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees)				
	Specify purpose:	SIRC Summer Team Training and National Staff Development Council (NSDC)		\$	\$ 70,000
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				
	Specify purpose:	Transportation			26,850
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:					96,850
Remaining 6400 - Other Operating Costs that do not require specific approval:					83,820
Grand Total				\$	\$ 180,670

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with by telephone/e-mail/FAX on _____ of TEA.		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013		031-901 County-District No. Amendment No.	
Texas Title I Priority Schools Grant					
Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization)					
	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1					
66XX/15XX- Technology Hardware - Capitalized					
2	Laptops	1,325	288		381,600
3	Desktops	1,300	42		54,600
4	Mobipads and Clickers	3,200	63		201,600
5	Smartboard Kits	5,600	78		436,800
6	Ipod Touch	400	108		43,200
7	Ipad	1,000	15		15,000
8	Library Books (Children's Literature)	90,000	1		90,000
9	Laminating Machines	5,000	3		15,000
10	Poster Maker Machine	5,000	3		15,000
11	Laptops for Living with Science Lab	1,325	30		39,750
12	Printer	1,600	72		115,200
66XX/15XX- Technology Software- Capitalized					
12	Living with Science Software	10,000	1		10,000
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19	Laptop tables for Living with Science Lab	700	20		14,000
20	Computer Tables for Parent Center	700	6		
21					
22					
23					
24					
25					
26					
27					
28					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
29					
Grand Total					
Total 6600/15XX- Capital Outlay Costs:					1,431,150

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

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.
Texas Title I Priority Schools Grant		

- 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.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<div style="text-align: center;"> <u>031-901</u> County-District No. </div>
Texas Title I Priority Schools Grant		

- 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.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>031-901</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

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

- T. Subcontracting:** Contractor shall not assign or subcontract any of its rights or responsibilities under this contract, except as may be otherwise provided for in this application, without prior formal written amendment to this contract properly executed by both Agency and Contractor.
- U. Use of Consultants:** Notwithstanding any other provision of this application, Applicant shall not use or pay any consultant in the conduct of this application if the services to be rendered by any such consultant can be provided by Applicant's employees.
- V. Capital Outlay:** If Contractor purchases capital outlay (furniture and/or equipment) to accomplish the objective(s) of the project, title will remain with Contractor for the period of the contract. Agency reserves the right to transfer capital outlay items for contract noncompliance during the contract period or as needed after the ending date of the contract. This provision applies to any and all furniture and/or equipment regardless of unit price and how the item is classified in Contractor's accounting record.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	031-901 County-District No.
Texas Title I Priority Schools Grant		

- 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;

SCHEDULE #6A – cont.**GENERAL PROVISIONS & ASSURANCES****TEXAS EDUCATION AGENCY****Standard Application System****School Years 2010-2013**031-901

County-District No.

Texas Title I Priority Schools Grant

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)).

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	031-901 County-District No.
Texas Title I Priority Schools Grant		

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	031-901 County-District No.
Texas Title I Priority Schools Grant		

LL. High-Risk Status, Special Conditions, and Enforcement Actions: Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

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

SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>031-901</u> County-District No.
Texas Title I Priority Schools Grant		

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	031-901 County-District No.
Texas Title I Priority Schools Grant		

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>031-901</u> County-District No.
Texas Title I Priority Schools Grant		

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**

031-901

County-District No.

Texas Title I Priority Schools Grant

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

Federal Program:

Name:

1. Type of Federal Action

NA

- a. Contract
b. Grant

2. Status of Federal Action:

NA

- a. Bid/Offer/Application
b. Initial award
c. Post-award

3. Report Type:

NA

- a. Initial filing
b. Material change

For Material Change Only:

Year: NA

Quarter: NA

Date of last Report: NA

4. Name and Address of Reporting Entity:

NA

Subawardee

Tier (if known): 3 NA

Congressional District (if known): 27 NA

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: NA**7. Federal Program Name/Description:**

NA

CFDA Number, if applicable:

8. Federal Action Number, if known: NA**9. Award Amount, if known: NA**
\$**10. a. Name and Address of Lobbying Registrant**
(if individual, last name, first name, MI):

NA

10. b. Individuals Performing Services (including address if different from No. 10a; last name, first name, MI):

NA

(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.

Signature: NA

Name: NA

Title: NA

Telephone# : NA

Date: NA

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.				
Federal Use Only:			Standard Form LLL	

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 County-District No. 031-901
Texas Title I Priority Schools Grant		

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

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<div style="text-align: right;">031-901</div> <div style="text-align: right;">County-District No.</div>
Texas Title I Priority Schools Grant		

- 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	<div style="text-align: right;"> 031-901 County-District No. </div>
Texas Title I Priority Schools Grant		

- 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.
Texas Title I Priority Schools Grant		

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.
Texas Title I Priority Schools Grant		

6. Professional Development includes activities that:

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

7. Scientifically Based Research:

- (A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
- (B) includes research that:
 - (i) employs systematic, empirical methods that draw on observation or experiment;
 - (ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

(iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

SCHEDULE #6E - cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>031-901</u> County-District No.
Texas Title I Priority Schools Grant		

- (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.
Texas Title I Priority Schools Grant		

Federal Statutory Requirements

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

school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

- e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a

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

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

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

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--

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

Texas Title I Priority Schools Grant

- (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.

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

- 4) 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.

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

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

-
- k. Types of on-going, job-embedded professional development for administrators
 - l. Strategies to increase parent/community involvement
 - m. Strategies which increase student learning time

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

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.

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

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.

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

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)

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

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).

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

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

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

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

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

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

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

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

M. Compliance with OMB Circular A-133 Audits and Schedule of Expenditures of Federal Awards:

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

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