

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	La Feria ISD Organization Name	031-905 County-District#
		La Feria High School Campus Name	031-905-001 Campus Number
		746001697 9-Digit Vendor ID#	1 ESC Region
		NOGA ID# (Assigned by TEA)	Amendment #

Texas Title I Priority Schools Grant

Schedule #1 – General Information

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

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

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

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

Tier I ☐ Tier II ☐ Tier III ☒

Part 1: Index to the Application

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

Sch No.	Schedule Name	Application	
		New	Amend
1	General Information	X	X
3	Purpose of Amendment	NA	<input type="checkbox"/>
4	Program Requirements	X	<input type="checkbox"/>
4A	Program Abstract	X	<input type="checkbox"/>
4B	Program Description	X	<input type="checkbox"/>
4C	Performance Assessment and Evaluation	X	<input type="checkbox"/>
4D	Equitable Access and Participation	X	<input type="checkbox"/>
5	Program Budget Summary	X	X
5B	Payroll Costs 6100	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5D	Supplies and Materials 6300	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5E	Other Operating Costs 6400	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6A	General Provisions	X	NA
6B	Debarment and Suspension Certification	X	NA
6C	Lobbying Certification	X	NA
6D	Disclosure of Lobbying Activities	<input type="checkbox"/>	NA
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
Dr. Nabor		Cortez	Superintendent
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
(956) 797-8300	(956) 797-3737	Nabor.Cortez@laferiaisd.org	

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

DISCRETIONARY GRANTS
 2010 JUN -2 PM 2:45

TEA DOCUMENT CONTROL NO.

701-10-112-046

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by telephone/e-mail/FAX on _____ by _____ of TEA.		Amendment No. _____
Texas Title I Priority Schools Grant		
Schedule #1—General Information		
Part 2: List of Required Fiscal-Related Attachments and Assurances		
<p>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.</p>		
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.)	

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Texas Title I Priority Schools Grant Schedule #1—General Information					
Part 3: Applicant Information					
Local Educational Agency (LEA) Information					
LEA Name					
La Feria ISD					
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
203 East Oleander	P.O. Box 1159	La Feria	Texas	78559-1159	
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code		NCES Identification Number	
15	093744670	5KJ09		4826040	
Campus Name			County-District Campus Number		
La Feria High School			031-905-001		
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
901 North Canal Street		La Feria	Texas	78559-1159	
Applicant Contacts					
Primary Contact					
First Name	Initial	Last Name		Title	
Dr. Nabor		Cortez		Superintendent	
Telephone	Fax	Email			
(956) 797-8300	(956) 797-3737	Nabor.Cortez@laferiaisd.org			
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
203 East Oleander	P.O. Box 1159	La Feria	Texas	78559-1159	
Secondary Contact					
First Name	Initial	Last Name		Title	
Dennis		Amstutz		Principal	
Telephone	Fax	E-mail			
(956) 797-1353	(956) 797-9374	Dennis.Amstutz@laferiaisd.org			
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
901 North Canal Street		La Feria	Texas	78559-1159	

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Texas Title I Priority Schools Grant

Schedule #3—Purpose of Amendment

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

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


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

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

Part 2: Revised Budget

Complete this part if there are any budgetary changes.

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

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

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Texas Title I Priority Schools Grant		
Schedule #4—Program Summary and Application Requirements		
Part 1: Grant Program Information;		
Summary of Program: Purpose and Goals		
<p>School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA) as amended by ARRA, are grants, through the Texas Education Agency, to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring and other eligible campuses that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools.</p>		
<p>Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools. Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and certain additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and certain additional Title I eligible schools ("Tier III schools").</p>		
<p>In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.</p>		
Allowable Activities		
<p>Tier I and Tier II Grantees</p> <ul style="list-style-type: none"> ■ Grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected. 		
<p>Tier III Grantees</p> <ul style="list-style-type: none"> ■ Tier III grantees may select one of the four intervention models in the federal regulations or the state's Tier III Transformation Model. ■ If selecting one of the four models in the federal regulations, grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected. 		
<p>In addition, a Tier I, Tier II, Tier III grantee campus that has implemented, in whole or in part, either the Turnaround, Restart, or Transformation models within the last two years may continue or complete the implementation of the intervention model with the TTIPS grant funds. For example, if a grantee campus has replaced its principal within the last two years, the LEA/campus will not be required to hire another new principal. An LEA/campus that receives TTIPS SIG funds in accordance with this flexibility must fully implement the selected model as required by the final federal requirements. In other words, if the school had been implementing the model only in part, it must use the funds it receives to expand its implementation so that it fully complies with the federal regulatory requirements.</p>		
<p>The detailed required and permissible activities for each intervention model, as defined in the final federal regulations are listed on Schedule #4—Program Requirements and are incorporated by reference herein.</p>		

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Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
1	The LEA must demonstrate that the LEA has analyzed the needs of each school and selected an intervention for each school and selected an intervention for each school.	Comprehensive Needs Assessment Pg. 18	
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 Pg. 20	
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 Pg. 29	
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 Pg. 31	
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 Pg. 27	
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 Pg. 23	
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 Pg.22	
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 Pg. 26	
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 Pg. 33-35	
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 Pg. 56	
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 Pg. 21	
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 Pg. 20	
13	Applicant provides assurance that it will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.	Program Assurances	

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Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
14	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances	
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances	
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances Pg. 53	
17	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 turnaro d. e. und school; f. 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; g. 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; h. 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; i. 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; j. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and k. Provide appropriate social-emotional and community-oriented services and supports for students. 	Program Assurances	

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Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
18	If the LEA/campus selects to implement the turnaround model , the campus may implement the following federal requirements. a. Any of the required and permissible activities under the transformation model; or b. A new school model (e.g., themed, dual language academy).	Program Assurances	
19	If the LEA/campus selects to implement the school closure model , the campus must implement the following requirement. a. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. b. A grant for school closure is a one-year grant without the possibility of continued funding.	Program Assurances	
20	If the LEA/campus selects to implement the restart model , the campus must implement the following federal requirements. a. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. b. Enroll, within the grades it serves, any former student who wishes to attend the school.	Program Assurances	
21	If the LEA/campus selects to implement the transformation model , the campus must implement the following federal requirements. 1. Develop and increase teacher and school leader effectiveness. (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (2) Are designed and developed with teacher and principal involvement; (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and	Program Assurances	

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#	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	

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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 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	
24	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	

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25	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.	Program Assurances	
26	An LEA that has nine or more Tier I and Tier II schools is prohibited from implementing the transformation model in more than 50% of those schools.	Program Assurances	
By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities.			
Part 3: Statutory Assurances			
#	Statutory Assurance Description		
1	Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus. Pg. 20		
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. Pg.29		
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. Pg. 56		
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. Pg. 29		
5	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements. Pg. 49		
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. Pg. 49		
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.		

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Part 4: TEA Program Assurances			
#	TEA Assurance Description		
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the transformation model , the campus assures That it will it implement the following federal requirements. 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		

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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.		

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Part 4: TEA Program Assurances			
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13	An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-- A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or D. Expand the school program to offer full-day kindergarten or pre-kindergarten.		
14	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or B. Implement a per-pupil school-based budget formula that is weighted based on student needs.		
15	The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. a. Number of minutes within the school year. b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup. c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only) d. College enrollment rates. (High Schools Only) e. Teacher Attendance Rate f. Student Completion Rate g. Student Drop-Out Rate h. Locally developed competencies created to identify teacher strengths/weaknesses i. Types of support offered to teachers j. Types of on-going, job-embedded professional development for teachers k. Types of on-going, job-embedded professional development for administrators l. Strategies to increase parent/community involvement m. Strategies which increase student learning time		
By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.			

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Texas Title I Priority Schools Grant Schedule #4A—Program Abstract		
Part 1: Grant Eligibility <input type="checkbox"/> Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input checked="" type="checkbox"/> Tier III Eligible Campus		
Identify which timeline the LEA/Campus the applicant will implement. <input type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input checked="" 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). The district will implement the Tier III TEA Designed Model (Transformation) through SIRC and Region One ESC providers. Rationale for Design: TEA Transformation Model was selected because the campus does not currently have a School Improvement Plan in place.		
GOALS AND OBJECTIVES		
Goal: 1. Will exit Stage 1 Math for the targeted campus by no later than 2013. Specific gaps, barriers, or weaknesses related to the severity of the problem have been identified below. (4 points)		
Objectives		
Objective 1. Increase all student scores from an average of 22% in 2008-2009, to a minimum average of 25% in 2010-2011, 28% in 2011-2012, and 31% in 2012-2013 for Special Education, LEP and Economically Disadvantaged students.	Objective 2. Increase Math scores for Special Education, LEP, and Economically Disadvantaged students in TAKS from an average of 36% in 2008-2009, to a minimum of 39% in 2010-2011, 42% in 2011-2012, and 42% in 2012-2013. Campus will exit Stage 1 for Math.	
Objective 1a: Close the gap between All students and Special Population students from 42% to 37%.	Objective 2a: Close the gap between all students and Special Population students in Math from 28% to 23%.	
Objective 1b Close the gap between Whites and Hispanics from 13% to 10%. Source: (2008-2009 PEIMS and AEIS data).	Objective 2b: Close the gap between Whites and Hispanics from 9% to 5% in Math. Source: (2008-2009 PEIMS and AEIS data).	
Identified "Gaps" to be Addressed by Intervention Model		
Identified gap between All students and Special Population students; and Whites and Hispanics.	Identified gap between All students and Special Population students; and Whites and Hispanics.	
Identified "Barriers" be Addressed by Intervention Model		
Objective 1: Special Education students have a learning disability with limited comprehension compared to all students.	Objective 2: ESL students have language barriers that impact student learning as well as parent's interaction and involvement.	
The magnitude or severity of the problem to be addressed by the proposed project is significant in nature and based on school ranking percentile.(6 points) AEIS scores indicate the following needs: Only 55% of All Students (74% State); 54% Hispanics (74% State); 52% Economically Disadvantage (74% State) passed all sections of the TAKS tests.		
Intervention "Groups" Who Participated in Intervention Model Selection: Intervention Model Selection: The district had a variety of groups who were involved in the design of the intervention model. The group had campus and district-level administrators, teachers, parents, paraprofessionals, Region ESC staff, external consultants, and trainers involved. The proposed project was developed from an extensive study of student, community, and district needs.		
Project Management: Dr. Trevino, the Assistant Superintendent, will serve as Project Manager. He holds a Doctorate's degree in Education with over 24 years experience in education. Dr. Trevino will provide guidance, support, training, and resources to the personnel and TTIPS Project Coordinator. The Project Manager will oversee and assist with the implementation of the goals and objectives of the grant; ensure financial and grant progress reports are submitted; and approve budget expenditures with the business office personnel.		
External Providers: The district has selected the following providers as external trainers and consultants: SIRC and Region One ESC; External Data Analyst as identified on pg 27.		
Program Monitoring: The Project Director, staff, and partners will meet regularly specifically for the purpose of providing feedback to ensure continuous improvement. The campus will establish a scheduled timeline that coincides with the grant period. Milestones of expected accomplishments will be set to monitor the program successes and/or weaknesses. The TTIPS Manager will monitor the implementation of this proposed project on an ongoing basis to ensure the completion of activities according to the proposed timeline.		
Performance Assessment and Evaluation: The External Data Analyst selected holds a Master's Degree and almost 20 years of experience in K-12 education. The contracted external analyst will assist the campus with collection, review and submission of data.		
Budget: The Business Office Manager will review and approve grant expenditures based on budget appropriations and submit financial reports on a timely manner. The Manager will reconcile accounts, review and prepare financial statements, conduct budget analysis, and draw down funds from the TEA web system, if awarded.		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description															
Part 1: Comprehensive Needs Assessment															
Section A: Campus Grade Levels															
Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School											263	215	184	155	817
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	0	0	0	263	215	184	155	817
Total Instructional Staff														65	
Total Support Staff														19	
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	Academic Performance: Performance and review of PEIMS, AEIS Reports, 9 week grades, Grade Speed, Benchmarking data; TEKS, Special Populations Data; Graduation Rates, TAKS Campus Ratings; Content Area Performance Scores; Campus Curriculum; Grade-level Rigor; Disciplinary Reports; Teacher Performance; and Classroom Management.														
2	Quality Data to Drive Instruction: Reliable and valid assessments: TAKS, ACT/SAT, Accuplacer, and THEA.														
3	Leadership Effectiveness: Review of Professional Development Training Rosters; Flex Scheduling reviewed for Training and Planning needs; Days of Classroom walk-throughs, PDA Performance Records, TAKS scores, Disciplinary Reports; Teacher Performance; and Grade Speed Reports.														
4	Increase Learning Time: Review of Flex Schedules; PD In-Service; Logs of External Region ESC and other trainers; Learning Communities; Blogs; Teacher Chat Rooms; and courses conducted by Institutions of Higher Education.														
5	Parent and Community Involvement: Review of the following: PTA logs; Parent Conferences; ARD Meetings, Award Ceremonies; Scholarship Nights; IGP Parent Meetings; PGP Parent Meetings; Logs of meetings with parents of TAKS failing students; Attendance at Campus and District Improvement Meetings, Attendance at School Board Meetings; Meet the Teacher Nights; Parent Conferences; and Open House Visits.														
6	School Climate: Review of participation of the Family Advocacy System; participation in extra-curricular activities; absences; Disciplinary Reports; Observation of Teacher and Student Interaction; and review of Academic Performance based on student involvement; and interaction with school, activities, and teacher.														
7	Teacher Quality: PDA Appraisal Instrument; PEIMS, AEIS Reports, 9 week grades, Grade Speed, Benchmarking data; TEKS, Special Populations Data; Graduation Rates, TAKS Campus Ratings; Content Area Performance Scores; Campus Curriculum; Grade-level Rigor; Disciplinary Reports; Teacher Performance; and Classroom Management.														
8															
9															
10															

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<p>Texas Title I Priority Schools Grant Schedule #4B—Program Description</p>		
<p>Part 1: Comprehensive Needs Assessment Cont.</p>		
<p>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).</p>		
<p>Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.</p>		
<p>Strategies and activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants. (5 points) The program will provide equal access and treatment and a variety of activities that allow each applicant without regard to gender, race, origin, color, gender, or handicap. As per Federal Statutory Requirement #1: The district has analyzed the needs of the school and selected an intervention for each school as follows;</p>		
<p>Pre-Award Work Conducted to Identify Needs of the Campus:</p>		
<p>The proposed project is appropriate, and will successfully address low performing academic areas. (6points) The district and campus administrators attended all the webinars, Region ESC TETNs, and videoconferencing related to understanding the goals and objectives of the TTIPSG grant. Once the district personnel determined that the campus had a substantial need to apply for this grant, the design team (Superintendent, Assistant Superintendent, Principal, Curriculum and Instruction Director, Dean of Instruction, and Teachers) met to discuss the grant and its implications.</p>		
<p>External partners from the Region ESC staff, training consultants, and a program evaluator were brought in to brainstorm about the campus needs, identify activities, review tracking and monitoring needs, and identify necessary teacher and administrator trainings that would be supplemental to current instruction. The team discussed activities that would be helpful and beneficial enough to make an increase in the Stage 1 Math scores to transform this low performing campus into a higher achieving community-based school within the proposed 3 year funding cycle.</p>		
<p>After these brainstorming meetings were held on April 7, 2010, April 15, 2010 and May 20, 2010, the team completed a Comprehensive Needs Assessment (CNA) tool which considered both district and campus needs. In addition to completing the CNA form, the team discussed identification of community partners, designation of personnel to manage this project, identification of teacher leaders, and the need for a more job-embedded professional development plan.</p>		
<p>Moreover, the team members also reviewed personnel needs. The team determined that although the Principal has been employed less than 2 years with the district, he has made significant progress in the time employed in his current position. Therefore, it was decided that the Principal of this campus would not be replaced at this time. Moreover, the teachers who received favorable evaluations in April 2010 have already been invited to continue their employment during the 2010-2011 school year. Therefore, all of these teachers will be retained. However, more specific and quantitative assessment will be conducted next year and thereafter to determine if Principal and teachers will get invited for continued employment. All of these new expectations will be individually discussed with prospective candidates and will be kept in their personnel file. The district will utilize rigorous, transparent, and equitable evaluations.</p>		
<p>Review: Checklist for CNA included: 1) Review of multiple sources of data in the planning and decision-making process; 2) Data was longitudinal as well as current; 3.) Feeder campus stats and needs were reviewed to determine patterns and needs of upcoming student population to the proposed targeted campus; and 4) all grade levels were reviewed along with the identified low performing group.</p>		
<p>The needs for the CNA were reviewed over the last few months in addition to longitudinal data which required significant time during the pre award period. This data will again be reviewed during the post award period to set priorities, provide dedicated focus on needs, and meet targeted goals. All of the staff were encouraged to submit surveys, emails, or dialogue with administrators. In addition, students, parents and community needs were considered in the CNA. The model selection (Transformation) matches the needs identified in the CNA.</p>		
<p>Post-Award Work for the Identification of On-going Campus Needs: Various methods will be implemented after the post award to continue to assess, monitor, and remedy student and teacher needs.</p>		
<p>In Year 1, the team members will collect the following: District Snapshot; Behavioral data and PEIMS data to analyze Positive Behavior Support (PBS) implementation, track Social Service Support, collect observation data to guide professional development and student interventions, review plan for recruitment and retention of quality staff, review progress towards goals in SIRC 90-day Action Plan, track online courses, track attendance at SIRC Summer Seminar, review and revise professional development plans, and track needs assessment data for students and teachers.</p>		
<p>In Year 2, team member will continue with all of Year 1 processes and include the review of SIRC Action Research Projects and perform an intensive data review and process evaluation on what's working and what still needs to be addressed.</p>		
<p>In Year 3, team member will continue with all of Year 1 and 2 processes to identify, track, modify, and remedy campus, student, and teacher needs. Additional activities will include administer and review Campus Snapshot, finalize Action Research Projects, collect data for PBS evaluation, create a sustainability plan, and develop a plan to continue the utilize teacher leaders.</p>		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description			
Part 1: Comprehensive Needs Assessment Cont.			
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.			
1	Superintendent —School Board Members and community members relay their concerns on a daily basis and regularly during school board meetings, parent meetings, community functions, athletic events, etc. All concerns from parents and community members along with district and campus personnel issues were factors considered when determining campus needs for the Campus Needs Assessment (CNA).		
2	Assistant Superintendent —Holds meetings and conferences with Principal, parents, community members, and parents on various academic and infrastructure campus needs. These concerns were addressed in the School Culture and Leadership sections of the CNA.		
3	Principal —Has parent, teacher, student, counselor, and paraprofessional meetings, conferences, and walk-throughs. The Principal also communicates through corresponds through emails, newsletters, and flyers to have an up-to-date assessment of needs. In addition, the Principal reviews various data reports to desegregate the student and teacher gaps, barriers, and weaknesses. His input is essential when designing the Leadership Effectiveness component of this proposal.		
4	Dean of Instruction —Meets with the Principal to review academic needs, review instructional materials and assessments, and holds training meetings with the teachers on various instructional strategies and methods. During these visits, much of the needs identified and discussed were considered when working on the CNA instrument.		
5	Teachers —Serve as faculty, parents, and community members. Their class, campus, student, and parent's needs were important to be considered when devising a plan on how to raise academics for the next 3 years and thereafter. Their input helped design the teacher quality section of the CNA as well as this grant proposal.		
6	Counselor —Reviews the grades, class availability, scheduling issues, student and parent personal and academic needs, along with college readiness needs. These academic and social needs and their impact on the overall campus success was also considered in the CNA.		
7	Assistant Principal —Has first-hand knowledge of disciplinary needs, academic needs, nurse identified health issues, cafeteria needs, transportation scheduling needs, and parents concerns. These concerns were addressed in the CNA.		
8	Paraprofessionals —Communicate directly with the parents, teachers and students. They hear directly from these individuals what their needs are. These Paraprofessionals are many times the first to identify language, hearing, visual, health, and other academic needs. Their concerns were considered as part of the CNA.		
9	Students —Are at the forefront of the reason the campus is in existence. Therefore, their direct guidance on understanding how a student feels, thinks, and acts is important when designing a program to best address their needs particularly in helping to address the focus of improving school climate.		
10	Parents —Some are very involved and are eager to share their recommendation and many times speak for the group. Therefore, their concerns were important to be considered when addressing the Parent and Community Involvement needs.		
11	Region ESC staff —Provided in data reports with desegregated data broken down by years, campus, subject area, student type, and special populations. Graphs and charts provided also included longitudinal data in these specific areas as well.		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description												
Part 2: Project Management												
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).												
Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.												
<p>The level of involvement and commitment to the project of all participants, including management, staff, collaborators, and partners, is sufficient to ensure the successful implementation of the project goals, objectives, and activities.(3 Points)</p> <p>As per Federal Statutory Requirement #2: The district and staff feel confident that they have the capacity and commitment to provide adequate resources and related services to the campus to implement, fully and effectively, the required activities of the school intervention model.</p> <p>During the implementation phase, staff will continue to utilize the support of the school, principal, teachers, parents, and community to fully integrate the proposed project.</p> <p>Campus Support: The TEA Designed Model and administration will require staff to document that a minimum of 65 percent of the faculty support involvement and agree to implement the key practices. The campus will appoint a Project Director to manage all activities, participate in staff development on topics determined from the CNA improvement plan, enlist district support for the initiative, and participate in both the Summer Conference and Leadership Conference. All campus faculty and administrators will participate in all staff development held at the school.</p> <p>Teachers and Principal Support: As a part of the TEA Transformation Design Model, SIRC will provide teachers and administrators with quality materials, research, and coaching to effectively implement actions to address key practices. The Site Development Workshop and Orientation Workshop will provide all school personnel with an opportunity to actively develop improvement plans, review current school data, and determine next steps. The campus will visit high-performing sites with similar demographics to determine strategies likely to impact student achievement. SIRC school improvement consultants will provide continuous on-site, electronic and telephone support.</p> <p>Parents and community Support:</p> <ul style="list-style-type: none"> • Campus staff will involve each student and his parents in a guidance and advisement system that ensures the completion of an accelerated program of study with an in-depth academic or career technology major. • The campus will give students and their parents the choice of a system that integrates school and work-based learning. The system will span both high school and post-secondary studies with planning done by educators, employers and employees. <p>Superintendent and School Board Support: Involve employers and post-secondary institutions in the design and implementation of a school and work-based program to prepare students for employment and post-secondary education.</p> <p>Financial Capacity: The district has a history of coordinating funds to better serve the needs of their children. Technology equipment purchased through federal and state funds will be utilized to allow students to accelerate their instruction. The district will also maximize the following funding campus and district resources. As per Federal Statutory Requirement #12 and Statutory Assurance #1: The district 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:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> NCLB -- 1) Title I Part A -- Regular/ARRA; 2) Title I Part C; 3) Title II, Part A; 4) Title II, Part D -- Regular/ARRA; 5) Title III, Part A; 6) Title IV, Part A </td> <td style="width: 50%;"> Improving the Academic Achievement for the Disadvantage; Migrant; Teacher and Principal Training and Recruiting; Enhancing Education Through Technology; Language Instruction for Limited English Proficient and Immigrant Students; Safe and Drug Free Schools and Communities </td> </tr> <tr> <td>Title I, SIP -- Regular/ARRA</td> <td>School Improvement Program</td> </tr> <tr> <td>Title I, SIP Academy</td> <td>School Improvement Program -- Professional Development</td> </tr> <tr> <td>Title XIV, SFSF</td> <td>Restore Education Funding to Improve Student Achievement</td> </tr> <tr> <td>Carl D. Perkins Basic Grant Formula for CATE</td> <td>Career and Technology Education</td> </tr> </table> <p>In addition, the district will work with external consultants to assist in determining additional funding sources and efficient uses of current funds.</p>			NCLB -- 1) Title I Part A -- Regular/ARRA; 2) Title I Part C; 3) Title II, Part A; 4) Title II, Part D -- Regular/ARRA; 5) Title III, Part A; 6) Title IV, Part A	Improving the Academic Achievement for the Disadvantage; Migrant; Teacher and Principal Training and Recruiting; Enhancing Education Through Technology; Language Instruction for Limited English Proficient and Immigrant Students; Safe and Drug Free Schools and Communities	Title I, SIP -- Regular/ARRA	School Improvement Program	Title I, SIP Academy	School Improvement Program -- Professional Development	Title XIV, SFSF	Restore Education Funding to Improve Student Achievement	Carl D. Perkins Basic Grant Formula for CATE	Career and Technology Education
NCLB -- 1) Title I Part A -- Regular/ARRA; 2) Title I Part C; 3) Title II, Part A; 4) Title II, Part D -- Regular/ARRA; 5) Title III, Part A; 6) Title IV, Part A	Improving the Academic Achievement for the Disadvantage; Migrant; Teacher and Principal Training and Recruiting; Enhancing Education Through Technology; Language Instruction for Limited English Proficient and Immigrant Students; Safe and Drug Free Schools and Communities											
Title I, SIP -- Regular/ARRA	School Improvement Program											
Title I, SIP Academy	School Improvement Program -- Professional Development											
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Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
<p>As per Federal Statutory Requirement #11: The district/campus consulted with relevant stakeholders regarding this application and proposed implementation of a school intervention model as well as how it will implement reform efforts to support the campus' school improvement efforts. (2 points)</p> <p>April 12, 2010 was the designated staff meeting for this campus. A half day was spent with a review of this year's Campus Improvement Plan and student achievement data, with partial of the day devoted to sharing information about the grant, discussing the needs of the campus, and making initial decisions about interventions to be included in the grant application. The identified needs serve as the basis for the Transformation plan that is presented in this proposal. Only the staff members (teachers and paraprofessionals) who are returning to the campus next year were in attendance or given information relevant to this grant.</p> <p>Follow-up meetings have been held to discuss the vision for the campus and specific ideas for the Transformation Model. Staff input was gathered through a structured series of questions to which members and administrators could offer recommended responses. These ideas were analyzed and synthesized to add specificity to the Transformation plan.</p> <p>Parents who serve on the Parental Involvement Committee met to discuss the grant or were given information about the grant. Campus needs and the proposed interventions occurred at this meeting. Parents learned about the possibilities that the grant affords for their children and will support the improvement initiatives that are proposed to be implemented.</p>		

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Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
<p>Management of Grant Activities: The management plan is designed to achieve the objectives of the proposed project on time and within budget, with appropriate timelines, and milestones for accomplishing project tasks. (5 points)</p> <p>The assigned grant administrator (Project Manager/District Shepherd) will ensure grant activities are being successfully implemented and the operation of the grant program is on target. To ensure the process of soliciting feedback on an ongoing basis and for ensuring continuous improvement in the operation of the project, the Project Manager will manage and monitor the grant activities on a day-to-day basis. This individual will meet monthly with teachers, staff, and administrators for the purpose of providing feedback to ensure continuous improvement in the operation of the project. Information will be shared with district administrators. The Project Manager will strictly adhere to the grant timeline of activities. All activities, expenditures, and compliance issues have and will continue to require internal communication, coordination, and reporting.</p> <p>As per Federal Statutory Requirement #7: The campus will modify its practices/policies to ensure implementation of the intervention is fully implemented. Activities to be considered for modifying include:</p> <ol style="list-style-type: none"> (1) Provide developing and increasing teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Provide additional compensation to attract and retain staff; (B) Institute a system for measuring changes resulting from professional development; and (C) Not accept a teacher without the mutual consent of the teacher and principal. (2) Implement comprehensive instructional reform strategies. <ol style="list-style-type: none"> (A) Conduct periodic reviews to ensure that the curriculum is being implemented; (B) Implement a school-wide "response-to-intervention" model; (C) Provide additional support and professional development to teachers and principals; and (D) Integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools— <ol style="list-style-type: none"> (1) Increase rigor by offering 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; (3) Increase graduation rates through, credit-recovery programs, re-engagement strategies,; and/or (4) Establish early-warning systems to identify students at risk of failing to achieve to high standards or graduate. (3) Increase learning time and create community-oriented schools. <ol style="list-style-type: none"> (A) Add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; (B) Implement a system of positive behavioral supports and take steps to eliminate bullying and student harassment; and/or (4) Provide operational flexibility and sustained support. <ol style="list-style-type: none"> (A) Allow the school to be run under a new governance arrangement. 		

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

Resource Management: The proposed project will be coordinated with similar or related efforts utilizing existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds.

(4 points) As per Statutory Requirement #6: Existing resources such as software, personnel, materials, facilities, and transportation will be utilized. The district has a history of coordinating funds to better serve the needs of their teachers and students. A close relationship has been established between the school district, software vendor providers, and various training institutions to provide quality service to the campus teachers.

The district will coordinate multiple federal and state programs and local funds to better serve the needs of their teachers. Technology equipment purchased through federal and state funds will also be utilized to allow student and teacher to use the computer equipment during and beyond the regular school schedule. Professional Development training obtained through Title I, and locally will be a tremendous resource that will aid in sustaining this plan beyond the end of the grant cycle. This acquired resource tied with federal (NCLB) and state compensatory funds can ensure continuation of student gains realized beyond the end of the grant funding.

Funding Chart

Funding Source	Funding Type	Purpose
NCLB Title I, Part A Regular/ARRA Title I, Part C Title II, Part A Title II, Part D Regular/ARRA Title III, Part A Title IV, Part A	<ul style="list-style-type: none"> •Improving the Academic Achievement for the Disadvantage •Migrant •Language Instruction for Limited English Proficient Students •Teacher and Principal Training and Recruiting •Enhancing Education Through Technology •Safe and Drug Free Schools and Communities 	Funds will be used be used to: <ul style="list-style-type: none"> • Improve curriculum, instructional activities, counseling, parental involvement, increase staff and program improvement. • Provide after school or Saturday English language instruction educational programs. • Professional development for regular classroom and LEP teachers, and administrators; • Parental involvement activities. • Teacher recruitment and retention, professional development, educational technology, including software and hardware, as described in Part D of Title II, parental involvement activities, activities authorized under the Safe and Drug-Free Schools program under part A of title IV, and activities authorized under part A of title I and title III.
Title I SIP Regular/ARRA Title I SIP Academy	<ul style="list-style-type: none"> •School Improvement Program 	Funds are used to: <ul style="list-style-type: none"> •Help schools identified for school improvement, corrective action, or restructuring provide a high quality education which will enable all children to meet the state student performance standards
Title XIV, SFSF	<ul style="list-style-type: none"> •Restore Education Funding to Improve Student Achievement 	Funds will be used to: <ul style="list-style-type: none"> •Increase efforts to institute rigorous post-secondary standards; enhance pre-kindergarten to post-secondary data systems; improve teacher effectiveness; and expand the state's support and effective interventions for the lowest performing schools.
Carl D. Perkins Basic Grant Formula for CATE	<ul style="list-style-type: none"> • Career and Technology Education 	Funds will be used to: <ul style="list-style-type: none"> •Strengthen the academic and career and technical skills of students participating in career and technical education programs. •Link career and technical education at the secondary level. •Provide all students with strong experience in and understanding of all aspects of an industry.

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Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
Qualifications, experience, and certifications of project personnel and external consultants are of sufficient quality to ensure successful implementation. (5 points)		
<p>The district will employ or reassign a district employee to serve as a Project Manager (District Sheppard) to manage this grant. If awarded, the campus Principal will assist the Project Manager. The Project Manager was chosen because of his/her good communication skills. The Project Manager will communicate regularly with the project staff and administrators. Effective and frequent communication is critical for keeping the project moving, identifying potential problems, soliciting suggestions to improve project performance, and avoiding surprises. This individual must hold at least a Bachelor's Degree and have a minimum of 3 years of experience in Education. The Principal will work closely with the teachers in reviewing and approving curriculum that is aligned with the state requirements and TTIPS Program.</p>		
<p>The Principal will work with the Project Manager to assist with the day-to-day operations to ensure successful implementation and operation of the grant program; provide guidance, support, training, and resources to campus personnel; assist in submitting financial and grant progress reports, and approve budget expenditures with the business office personnel.</p>		
<p>LEA TTIPS Designated Personnel – Transformation District Shepherd The district will hire or reassign a staff member to serve as support to the targeted campus undertaking the transformation process. The responsibilities of this person will include: oversight of the transformation process, ensuring responsiveness of LEA offices to the transformation efforts, providing a direct line of communication to the superintendent and other critical LEA level-leaders, assisting in eliminating any LEA-level barriers that may hinder the transformation process, and serving as a resource and mentor to the administrator and campus. Additionally, this person will be required to attend all meetings/professional development sessions throughout the duration of the transformation process.</p>		

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LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>The district will dedicate an office and an individual responsible for supporting the campus improvement efforts set forth on this grant. This individual's office will be housed on the targeted campus to facilitate quick and easy access to campus staff, faculty, and administrators. This will ensure that the individual is available to properly address areas of need and report findings back to the proper chain of command.</p> <p>This individual will serve as liaison between campus staff, parents, community members, and district administrators.</p> <p>LEA TTIPS Designated Personnel – Transformation District Shepherd The district will hire or reassign a district staff member to serve as support to the targeted campuses undertaking the transformation process. The responsibilities of this person will include: oversight of the transformation process, ensuring responsiveness of LEA offices to the transformation efforts, providing a direct line of communication to the superintendent and other critical LEA level-leaders, assisting in eliminating any LEA-level barriers that may hinder the transformation process, and serving as a resource and mentor to the administrator and campus. Additionally, this person will be required to attend all meetings/professional development sessions throughout the duration of the transformation process.</p> <p>Characteristics of an Effective District Shepherd</p> <ul style="list-style-type: none"> • Invested <ul style="list-style-type: none"> ❖ Views this role as an integral part of his/her responsibilities; ❖ Feels responsible for the success of the transformation process; and ❖ Supports all components of 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 • Effective communication skills. <p>Roles and Responsibilities of District Shepherd</p> <ul style="list-style-type: none"> • Ensure the campus is provided operational flexibility; • Ensure effective implementation of all components of the transformation process; • Monitor the progress of 90-day action plans; • Regular communication with the transformation campus; • Regularly scheduled meetings with the transformation campus; • Remove LEA barriers that may hinder the transformation process; • Provide support and feedback to the principal and teacher leaders when needed or requested; • Take an active role in problem-solving with the principal and teacher leaders; • Attend campus leadership meetings; • Assist in the replacement and recruitment of qualified staff; • Assist in efforts to increase community and parental involvement; • Support the placement of social service resources at the campus; • Partner with campus to generate a positive school culture; and • Attend required trainings. 		

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<p>Part 2: Project Management Cont.</p>		
<p>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).</p>		
<p>Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.</p>		
<p>The district has a history of coordinating funds to better serve the needs of their leaders and students. A close relationship has been established between the district and various training institutions to provide quality service to the teachers.</p> <p>Moreover, during the initial planning meetings for the development of this grant, all members agreed that planning for program continuation should be a top priority while developing the proposal. All partners agreed to work together to establish ways and means of continuing this comprehensive plan at the end of the grant period. The district will coordinate multiple federal and state programs and local funds to enhance the services of the teachers. To ensure that the program continues after the grant period, the district will actively look for funding sources that help support and sustain this program over an extended period of time. The district's plan for sustainability will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources.</p> <p>As per Statutory Requirement #8: The district will help sustain this initiative after the end of the program by enforcing a sustainability plan. The sustainability plan includes the creation of a Handbook of Operating Procedures (HOOP) and will include an active and careful examination of the following approaches to seek effective avenues to ensure that the program continues beyond the grant period:</p> <ul style="list-style-type: none"> • Make better use of existing resources; • Maximize federal, state, and local revenue; • Create more flexibility in existing streams; • Continue building public-private partnerships; and • Generate newly dedicated revenue. <p>The district will continue to utilize, as in-kind contribution, their current supplemental software, books, computers, rooms and facilities to provide strategies and continue the concept of the Texas Title I Priority School program beyond the funding cycle. Technology equipment purchased through federal and state funds will also be utilized to allow instructors to use the computer equipment during and beyond the regular instructional schedule. Professional development training will be offered and will be a tremendous resource that will aid in sustaining the plan during and beyond the grant cycle.</p>		

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>As per Federal Statutory Requirement #5: The district will recruit, screen and select external providers based on CNA needs, past effectiveness of training provider, and cost effectiveness. External providers not currently selected but who have demonstrated effectiveness with the current identified campus needs and have proven themselves with other campuses similar with demographics, size and type of campus as the targeted campus will be given priority.</p> <p>The design of the proposed project reflects appropriate application of research based best practices.(5 points) As per TEA's Model options available, the campus has opted to use School Improvement Resource Center (SIRC)'s services as an external provider and follow the recommended TEA Design Model of which SIRC will help campus staff implement this model. The purpose of SIRC is to work in conjunction with the Texas Education Agency to improve student performance. SIRC provides schools with information, clarification, resources, and technical assistance regarding the school improvement process.</p> <p>The goals of the School Improvement Resource Center include developing increased leadership capacity in administrators and building knowledge of content and instructional strategies in teachers. The aim is to raise learning expectations for teachers, students, and administrators and to create a learning culture that facilitates improved student performance.</p> <p>The School Improvement Resource Center offers the following services :</p> <ul style="list-style-type: none"> • Provides information and clarification regarding Title I, School Improvement requirements; • Conducts needs assessments through on-site visits; • Assists school personnel in developing and implementing an effective Campus Improvement Plan; • Assists school administration in selecting a Campus Administrator Mentor (CAM) or Technical Assistance Provider (TAP) who will insure the Campus Improvement Plan is being followed, monitored and modified; • Serves as a resource for schools and for CAMs and TAPs as schools implement their Campus Improvement Plans • Manages the CAM and TAP application process and provides training for approved applicants; • Oversees the approval and renewal process for Supplemental Education Services providers for schools moving in to years 2-5 of the school improvement process; • Offers conferences with "Best Practices" that will accelerate the improvement process on a campus; • Provides networking opportunities for School Improvement Campuses with Distinguished Schools at Best Practice conferences; and • Create publications to assist improvement. <p>Along with SIRC's professional development services, the campus will also contract with Region Education Service Center.</p> <p>Region One ESC The proposed school improvement support from the Service Center includes district and campus planning assistance, data analysis support for low performing campuses and developing the leadership capacity of school administrators and teams to implement and sustain comprehensive school improvement.</p> <p>Schools that miss meeting AYP for the first time are offered technical assistance by members of the AYP center support team. The service is provided as a means of assisting them to make the adjustments necessary so that the following year AYP is met. If a campus, or district that is receiving Title 1, Part A funds and fails to meet AYP for two consecutive years, that campus or district is subject to certain requirements such as offering supplemental services, offering school choice and/or taking corrective actions.</p> <p>Region One ESC staff will be contracted to provide any training above and beyond what SIRC provides that is still needed to improve campus academics.</p> <p>External Data Analyst- Will provide staff assist the campus personnel with collection, review and submission of data throughout funding cycle. SIOP- Will provide staff development for language accommodations for ESL students. New Jersey Writing Skills- Will provide staff development on effective writing skills for the students. Advanced Placement Training- Will provide training to new and experienced AP teachers in all aspects of AP course content, organization, and methodologies.</p>		

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Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
<p style="text-align: center;">Campus Visits to Highly Effective Campuses Utilizing Intervention Model</p> <p>Since the Texas Title I Priority Schools Grant is new, there is no other school fully immersed in this program that the district can visit. However, the district will visit other districts that have services provided by Southern Regional Education Board (SREB) and State Education Resource Center (SERC).</p> <p>The campus's pre-award process for selecting the proposed locations and the expected outcomes will be based on reviewing current districts utilizing services from SERC and SREB to determine those who have similar student demographics and academic needs of which they have experienced academic gains after implementing an intervention model from these providers.</p> <p>The design team will also consider those campuses that may not necessarily fit our type and size (small), but have shown significant gains in their campuses with the same academic needs as ours (Stage 1 Math).</p> <p>In addition to staff researching these training providers, the staff also contacted personnel from these companies to get referrals on campuses with similar needs and demographics as the proposed targeted campus.</p> <p>The campus's post-award process for selecting the proposed locations and the expected outcomes will be based on Academic Excellence Indicator System (AEIS) and Public Education Information Management System (PEIMS) data that show academic gains from these schools utilizing the transformation model who are first year recipients of the TTIPSG. The campus staff will also welcome any other TTIPSG grantee utilizing the Transformation Model to come visit our site for ideas and training materials that were helpful in the success of our proposed goals and objectives after program implementation.</p>		

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Lack of Capacity -- If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.		
<p>As per Statutory Requirement #3 and Statutory Assurance #2 and #4: The LEA does not have any Tier I schools on the eligibility list; therefore, this does not apply.</p>		

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Section A: Intervention Model Selection Process		
Intervention Model to be Implemented – Indicate the model(s) being <i>considered</i> by the LEA/campus for implementation. Indicate whether the LEA/campus will participate in the TEA Approved Model with Technical Assistance provided by the TEA-funded School Improvement Resource Center or the LEA/campus will implement its own intervention design within the requirements of the grant program.		
<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		
<p style="text-align: center;">Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page</p>		

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Section B: Model Selection Process –Describe in detail: 1. The process the LEA and campus followed/will follow to select a school intervention model that aligns to the identified needs of the campus. 2. The timeline delineating the steps the campus will take to implement the selected intervention.		
Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana). As per Federal Statutory Requirement #4: The process the LEA and campus followed/will follow to select a school intervention model that aligns to the identified needs of the campus.		
<p>The campus took the following process in selection of a school intervention model: The campus has selected Option 2: LEA in Need of Foundational Technical Assistance. This means that the campus will not engage in Option 1: Aggressive Reform since the campus currently does not have a school improvement program underway.</p> <p>The campus staff needs appropriate time to make staffing decisions. These staffing decisions are usually done for schools during February and March for the following school year. Hence, administrators opted for Option 2 (Transformation Model) since staff has already received their contracts for 2010-2011 and no school improvement program is currently in place.</p> <p>The campus CNA team and campus staff/faculty will implement the TEA Designed Model with technical assistance provided on behalf of TEA by the School Improvement Resource Center (SIRC). By means of this intervention model, La Feria High School is eligible for 5 Funding Priority Points for selecting the TEA Designed Model. The campus is also entitled to an additional, 5 Funding Priority Points for Tier III, and 3 Funding Priority Points for incorporating Communities in Schools (in-kind) as an SES program.</p> <p>The campus will follow the TEA Designed Model that aligns to the identified needs of the campus with assistance from SIRC, TEA's Title I funded technical assistance provider for campuses staged in intervention status in both the state and federal accountability systems. Activities include:</p> <p><u>I. Support and technical assistance from SIRC will consist of:</u></p> <ul style="list-style-type: none"> • Training on grant intervention model options; • Training, assistance, and support in implementing the model and the Tier III program; • On-site technical assistance via Professional Service Provider (PSP); • Pre-assessment of the LEA's readiness, capacity, and commitment to implement the grant program; • Needs assessment of the LEA's systems of support, formative assessment processes, use of data and professional development; • Assistance with awareness and communications around the grant; and • On-going technical assistance to LEA and campus, including, but not limited to, phone communication, online resources, face to face mentoring/training, webinars, teleconferencing or discussion boards. <p><u>II. The TEA Designed Model for Transformation will be based on three principals:</u></p> <ul style="list-style-type: none"> • Improving student achievement and increasing college and career readiness by building the capacity of campus leaders and teachers; • Improving campus climate through social and emotional supports; and • Utilizing district support to transform systems. <p><u>III. Key elements on Professional Development will include:</u></p> <ul style="list-style-type: none"> • Extensive Training on using data and evaluation systems effectively; • Job-embedded professional development models; • Comprehensive needs assessment and campus processes; • Positive Behavior Support; • Utilization of community partners; and • Maximizing extended learning time. 		

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<u>IV. Tier III Transformation Model Evaluation of the Effectiveness of the Principal:</u>		
<p>The district administration along with assistance from SIRC staff will participate in the professional review and develop a growth plan for the campus principal. The principal will not be replaced but rather based on need assessment will receive leadership coaching and professional development training.</p>		
<u>V. Performance Goals and Evaluations:</u>		
<p>The district and campus administration will hold themselves accountable for meeting the LEA's Annual Performance Goals and TEA's Performance Assessment and Evaluation targets. Benchmarks with target timelines that are realistic to the implementation timeline will be set for each of the three years of the funding cycle.</p> <p>Monitoring will occur at the campus site by both internal and external consultants. In addition, the district and campus administration agree to provide access to onsite monitoring visits conducted by TEA, SIR and its contractors. These annual site visits will help validate the implementation reports submitted by the campus. Administrators understand that interviews and complete implementation checklists to measure the progress towards critical success factors and milestones will be reviewed internally as well as by TEA and SIRC staff.</p> <p>A data collection team will be developed to track the quarterly activities that show appropriate evidence of implementation, evaluation of implementation, and evaluation of timeline. The following data will be tracked for each activity. A Critical Success Factor Code(s) will be entered in a table report provided by TEA with a brief description of the activity, and the proposed beginning and ending date of each activity addressed.</p>		
<ol style="list-style-type: none"> 1. Improve Academic Performance, including (but not limited to) Reading/ELA and Mathematics <ul style="list-style-type: none"> • Data-driven instruction • Curriculum Alignment (both horizontal and vertical) • On-going Monitoring of Instruction 2. Increase the Use of Quality Data to Drive Instruction <ul style="list-style-type: none"> • Data Disaggregation /Training • Data-driven Decisions • On-going Communication 3. Increase Leadership Effectiveness <ul style="list-style-type: none"> • On-going Job Embedded Professional Development • Operational Flexibility • Resource/Data Utilization 4. Increase Learning Time <ul style="list-style-type: none"> • Flexible Scheduling • Instructionally-focused Calendar • Staff Collaborative Planning 5. Increase Parent/Community Involvement <ul style="list-style-type: none"> • Increased Opportunities for Input • Effective Communication • Accessible Community Services 		

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6. Improve School Climate <ul style="list-style-type: none"> • Increased Attendance • Decreased Discipline Referrals • Increased Involvement in Extra/Co-Curricular Activities 		
7. Increase Teacher Quality <ul style="list-style-type: none"> • Locally Developed Appraisal Instruments • On-going Job Embedded Professional Development • Recruitment/Retention Strategies 		
As per Statutory Requirement #9: Included is a timeline delineating the steps it will take to implement the selected intervention at the campus.		
TIMELINE OF PROGRAM SELECTION AND REPORTING		
Timeline	Option 2: LEAs in need of Foundational Technical Assistance	
April 2010 <i>(Pre Award Steps Taken)</i>	<ul style="list-style-type: none"> • Printed and Reviewed Application • Attended Technical Assistance: Overview Sessions • Attended Technical Assistance: Four Models • Attended Technical Assistance: Application Review 	
June 2010	<ul style="list-style-type: none"> • District works with TEA to Negotiate Awarded Grant • Campus receives On-going Technical Assistance • Campus receives Technical Assistance: Research Models 	
July 2010	<ul style="list-style-type: none"> • District works with TEA to Negotiate Awarded Grant • Campus receives On-going Technical Assistance • Campus receives Technical Assistance: Research Models 	
October 2010	<ul style="list-style-type: none"> • TEA issues NOGAs for 100% of three-year grant award • TEA releases 25% of first year grant • LEA/campus begins implementation of grant • Campus receives On-going Technical Assistance • Note: Tier III NOGAs will be awarded on October 1, 2010. • Once the campus submits to TEA the Model Selection and Description Report they will receive the remaining 75% of the first year grant amount at any time between August 1, 2010, and February 1, 2011, and begin full implementation of the selected model. 	
November 2010	<ul style="list-style-type: none"> • Campus submits Quarterly Implementation Report to TEA. 	
February 1, 2011	<ul style="list-style-type: none"> • Campus submits Model Selection and Description Report • TEA releases remaining 75% of first year grant award upon successful submission of the Model Selection and Description Report to TEA. 	

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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).

TIMELINE OF PROGRAM SELECTION AND REPORTING CONTINUED

Timeline	Option 2: LEAs in need of Foundational Technical Assistance
February—August 2011	<ul style="list-style-type: none"> The campus implements the state required procedures for 1) bidding, contracts, and procurement of services, and 2) evaluation and hiring of necessary staff to implement staffing requirements of model selected. On-going Technical Assistance
May 1, 2011	<ul style="list-style-type: none"> Campus prepares and submits the Quarterly Implementation Report to TEA.
August 1, 2011	<ul style="list-style-type: none"> Campus submits the End of Year 1 Implementation Report to TEA. Campus begins full implementation of the intervention model. TEA evaluates LEA/campus performance on annual goals and meeting grant requirements and, as applicable, releases 100% of second year grant award.
November 1, 2011, February 1, 2011 and May 1, 2012	<ul style="list-style-type: none"> Campus prepares and submits the Quarterly Implementation Report to TEA.
August 1, 2012	<ul style="list-style-type: none"> Campus prepares End of Year 2 Implementation Report for TEA. TEA evaluates LEA/campus performance on annual goals and meeting grant requirements and, as applicable, releases 100% of third year grant award.
November 1, 2012, February 1, 2013, and May 1, 2013	<ul style="list-style-type: none"> Campus prepares and submits the Quarterly Implementation Report to TEA.
June 30, 2013	<ul style="list-style-type: none"> Grant end date.
July 31, 2013	<ul style="list-style-type: none"> Campus prepares and submits the Final Implementation Report to TEA.

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TIMELINE FOR IMPLEMENTATION OF SELECTED INTERVENTION MODEL		
Timeline	Activity	
Fall I - 2010	<ul style="list-style-type: none"> •District Snapshot 	
Spring I-2011	<ul style="list-style-type: none"> •Comprehensive Needs Assessment via Campus Snapshot •Replace principal (if applicable) •Replace or retain key staff •Identify community partners •Establish LEA designated personnel to foster Transformation Project 	
Summer I-2011	<ul style="list-style-type: none"> •Identify teacher leaders •Attend Summer Seminar training •Develop plan to recruit and retain quality staff •Develop job-embedded professional development plan for Year 1 •Complete first 90-day action plan 	
Fall II-2011	<ul style="list-style-type: none"> •Implement school-wide Positive Behavior Support (PBS) interventions •Begin providing enhanced social service support •Teacher Leaders begin collecting observation data to guide professional development and student interventions •Begin online courses •Review progress toward goals in 90-day action plan 	
Spring II-2012	<ul style="list-style-type: none"> •Review behavioral data and PEIMS to analyze PBS implementation •Implement targeted professional development based on classroom observation data and student data •Write next 90-day action plan 	
Summer II-2012	<ul style="list-style-type: none"> •Attend summer training •Review and revise professional development plans •Review and revise needs assessment •Analyze progress toward goals in previous 90-day action plans •Teacher leaders select action research topics •Develop plan for classroom interventions for PBS •Write new 90-day action plan •Attend NSDC Summer Conference 	
Fall III-2012	<ul style="list-style-type: none"> •Re-administer Campus Snapshot •Implement revised and updated professional development plan •Begin action research projects •Continue online courses •Write new 90-day action plan 	
Spring III-2013	<ul style="list-style-type: none"> •Finalize action research projects •Collect data for PBS evaluation •Continue online learning •Write new 90-day action plan 	
Summer III-2013	<ul style="list-style-type: none"> •Present action research •Conduct intense data review and process evaluation (What worked? What still needs focus?) •Create sustainability plan (continue practice of 90-day action plans) •Develop plan to continue use of teacher leaders as an instructional resource 	

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Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.			
1	Superintendent —School Board Members and community members relay their concerns on a daily and regularly during board meetings, parents meetings, community functions, athletic events, etc. All concerns from parents and community members along with district and campus personnel will be factors considered when determining school intervention model.		
2	Assistant Superintendent —Holds meetings and conferences with Principal, parents, community members, and parents on various academic and infrastructure campus needs. These concerns will be addressed in the School Culture and Leadership sections of the CNA and will help in determining intervention model.		
3	Principal —Has parent, teacher, student, counselor, and paraprofessional meetings, conferences, walk-throughs, and corresponds through emails, newsletters, and flyers to have an up to date assessment of needs. In addition, the Principal reviews various data reports to disaggregate the student and teacher gaps, barriers, and weaknesses. His input is essential when selecting the model that aligns to the identified needs of the campus.		
4	Dean of Instruction —Meets with the Principal to review academic needs, review instructional materials and assessments, and holds training meetings with the teachers on various instructional strategies and methods. During these visits, much of the needs identified and discussed were considered when working on the CNA instrument and will be considered in selecting model.		
5	Teachers —serve as faculty, parents, and community members. Their class, campus, student, and parents needs were important to be considered when devising a plan on how to raise academics for the next 3 years and thereafter. Their input helped design the teacher quality section of the CNA and this proposal and will help in the model selection as well.		
6	Counselor —reviews the grades, class availability, scheduling issues, student and parent personal and academic needs, and college readiness needs. These academic and social needs and their impact on the overall campus success was considered in the CNA and will play a role in the model selection.		
7	Assistant Principal —Has first-hand knowledge of disciplinary needs, academic needs, nurse identified health issues, cafeteria needs, transportation scheduling needs, and parents concerns. These concerns were addressed in the CNA and will be beneficial in the model selection.		
8	Region ESC staff —brought in data reports with desegregated data broken down by years, campus, subject area, student type, and special populations. Graphs and charts also included longitudinal data in these specific areas as well.		
9	SIRC Staff —Conduct needs assessment through on-site visits, assist staff in developing and implementing Campus Improvement Plan, provide content and instructional strategies for teachers, and develop increased leadership capacity in administrators. These actions will help with the selection of an appropriate model selection.		
10			

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Section D: Improvement Activities and Timeline		
<p>The program activities and interventions relate directly to the program goals, local objectives, and strategies, as well as to the program description and project requirements. (4 points) 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>Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the project. (10 points) For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity.</p> <ul style="list-style-type: none"> 1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math <ul style="list-style-type: none"> A. Data-driven instruction B. Curriculum Alignment (both horizontal and vertical) C. On-going Monitoring of Instruction 2 – Increase the Use of Quality Data to Drive Instruction <ul style="list-style-type: none"> A. Data Disaggregation/Training B. Data-driven Decisions C. On-going Communication 3 – Increase Leadership Effectiveness <ul style="list-style-type: none"> A. On-going Job Embedded Professional Development B. Operational Flexibility C. Resource/Data Utilization 4 – Increase Learning Time <ul style="list-style-type: none"> A. Flexible Scheduling B. Instructionally-focused Calendar C. Staff Collaborative Planning 5 – Increase Parent/Community Involvement <ul style="list-style-type: none"> A. Increased Opportunities for Input B. Effective Communication C. Accessible Community Services 6 – Improve School Climate <ul style="list-style-type: none"> A. Increased Attendance B. Decreased Discipline Referrals C. Increased Involvement in Extra/Co-Curricular Activities 7 – Increase Teacher Quality <ul style="list-style-type: none"> A. Locally Developed Appraisal Instruments B. On-going Job Embedded Professional Development C. Recruitment/Retention Strategies 		

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A 1B 1C	Improve Student Achievement in Math for All Students from base data in 2008-2009 (64%) as determined by state assessment to 67% in 2010-2011; 71% in 2011-12; and 74% in the 2012-2013 school years. Activity: Hire 2 teachers to implement a Freshman Academy and 21 st century learning skills (Student and Teacher Laptops, Promethean Boards, Whiteboards, Wireless Upgrade, Print Server, and A+ Software Server).	Campus did not meet AYP due to Math scores. Campus is among the lowest-achieving 20%.	Freshman Academy: The separate Freshman Academy structure may have played a key role in helping more ninth-graders succeed in the critical first year of high school. Students in Talent Development's Ninth Grade Success Academies received special attention from their teachers, and their rates of attendance and on-time promotion were higher than those of ninth-graders in comparison schools. http://www.mdrc.org/publications/428/execsum.html 21st Century Learning: "For more than half a century, the United States has led the world in scientific discovery and innovation. It has been a beacon, drawing the best scientists to its educational institutions, industries, and laboratories from around the globe. However, in today's rapidly evolving competitive world, the United States can no longer take its supremacy for granted. Nations from Europe to Eastern Asia are on a fast track to pass the United States in scientific excellence and technological innovation." <i>Taskforce on the Future of American Innovation</i>	October 2010	April 2011
1A 1B 1C	Improve Student Achievement in Mathematics for Special Populations from base data in 2008-2009 (40%) as determined by state assessment to 43% in 2010-2011; 46% in 2011-12; and 49% in the 2012-2013 school years. Activity: Hire 2 teachers to implement a Freshman Academy and 21 st century learning skills (Student and Teacher Laptops, Promethean Boards, Whiteboards, Wireless Upgrade, Print Server, and A+ Software Server).	Campus is on Stage 1 of Math in AYP	Freshman Academy: The separate Freshman Academy structure may have played a key role in helping more ninth-graders succeed in the critical first year of high school. Students in Talent Development's Ninth Grade Success Academies received special attention from their teachers, and their rates of attendance and on-time promotion were higher than those of ninth-graders in comparison schools. http://www.mdrc.org/publications/428/execsum.html 21st Century Learning: "For more than half a century, the United States has led the world in scientific discovery and innovation. It has been a beacon, drawing the best scientists to its educational institutions, industries, and laboratories from around the globe. However, in today's rapidly evolving competitive world, the United States can no longer take its supremacy for granted. Nations from Europe to Eastern Asia are on a fast track to pass the United States in scientific excellence and technological innovation." <i>Taskforce on the Future of American Innovation</i>	October 2010	April 2011

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2A 2B 2C	Use data to select and implement an instructional model that is: 1) Research-based, 2) Vertically and horizontally aligned, 3) Based on student needs, and 4) Aligned with State Academic Standards.	Instruction needs to be relevant to subject, grade level, and be vertically and horizontally aligned by subject area and grade level. Instructional Models are guidelines or sets of strategies on which the approaches to teaching by instructors are based. Effective instructional models are based on learning theories. Learning theories describe the ways that theorists believe peoples learn new ideas and concepts. Often, they explain the relationship between information we already know and the new information we are trying to learn.	Learning Technology Service, NC State University - 18:11, 18 May 2006 (MEST).	October 2010	June 30, 2013
2A 2B	Ensure continuous use of data to inform and differentiate instruction.	Effective schools meet the educational needs of all students. This requires a system of data collection that both informs and responds to curriculum, teaching, and learning styles. Differentiated instruction recognizes students' varying background knowledge, readiness, language, preferences in learning, and interests and reacts responsively. The intent of differentiated instruction is to maximize each student's growth and individual success by meeting each student where he/she is, and assisting in the learning process.	Meeting the Challenge of Adequate Yearly Progress (AYP); Troy V. Mariage, Ph.D. and Linda Patriarca, Ph.D.	October 2010	June 30, 2013
2B 2C	Utilize various forms of assessments: <ul style="list-style-type: none"> • Formative • Interim • Summative. 	A variety of assessments will provide a clearer picture to qualitative and quantitative data that can better guide data driven decisions and training.	Formative and Summative Assessments in the Classroom; Catherine Garrison & Michael Ehringhaus.	October 2010	June 30, 2013

Legend:

2A – Data Disaggregation/Training;
2B – Data-driven Decisions; and,
2C – On-going Communication

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Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3A	Provide embedded PD for Principal/Teacher Leaders and document growth.	Teachers need relevant job related training to have buy-in.	Quality teaching in all classrooms necessitates skillful leadership at the community, district, school, and classroom levels. Ambitious learning goals for students and educators require significant changes in curriculum, instruction, assessment, and leadership practices. Leaders at all levels recognize quality professional development as the key strategy for supporting significant improvements. They are able to articulate the critical link between improved student learning and professional learning of teachers.	November 2010	January 2013
3A	Provide job embedded PD to facilitate teaching and learning. Activity: Advance Placement PD and attend the Conference for the Advancement of Mathematics Teaching (CAMT).	Teachers need relevant job related training to have buy-in.			
3B	Implement new evaluation system developed with staff.	The more the teacher is aware of evaluation system, the more they will strive for perfection.	Evaluation Systems are effective in the sense that they will (1) set goals, (2) focus narrowly on how to effectively accomplish the goals, (3) improve classroom observation skills, and (4) use additional sources of data (peer evaluation, student performance/evaluation, parent evaluation, and self evaluation are discussed). (<i>McGreal, Thomas L.</i>).	November 2010	May 2013
3C	Provide clear and detailed evaluation system.	The more the teacher is aware of evaluation system, the more they will strive for perfection.		November 2010	May 2013
3B	Establish an incentive system for good performance on student outcomes. Activity: Incentives for academic performance.	Teachers need to be compensated for good outcomes.	Research indicates that incentive pay for good performance continues to increase the productivity/performance as compared to no incentive. (<i>Kathryn Shaw</i>).	October 2010	May 2013
3B	Implement strategies to recruit, retain, and place high quality staff. Activity: Provide teachers with Master's Incentives.	Improving achievement requires recruitment of talented teachers and principals and stronger instructional practices, which in turn are driven by strategic talent management. Strategic talent management involves the practices of recruiting, developing, rewarding and retaining talented and demonstrably successful staff in school districts	Strategic Management of Human Capital, 2008).	October 2010	August 2012

Legend: 3A -- On-going Job Embedded Professional Development; 3B -- Operational Flexibility; and, 3C -- Resource/Data Utilization

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Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3B	Provide campus administration sufficient operating flexibility to implement reform.	Every campus needs are different based on campus personnel and staff. The district will give the campus sufficient operating flexibility (including in staffing, time, calendars, and budgeting) to implement a comprehensive approach to substantially improve student achievement outcomes.	NCLB Hot Topics.	October 2010	May 2013
3A	Lead the implementation of Positive Behavior Support (PBS). Activity: Student Incentives.	New behavior will institute change.	Positive Behavior Support is an effective system approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. (Guilford (New York, 2009).	October 2010	May 2013
3A	Support and utilize Teacher Leaders (TL) to improve instruction.	Teacher leaders assume a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, they build the entire school's capacity to improve. Because teachers can lead in a variety of ways, many teachers can serve as leaders among their peers.	Ten Roles for Teacher Leaders; Cindy Harrison and Joellen Killian.	October 2010	May 2013
3B	Implement programs to increase community and parental involvement.	The more the parents and community are aware, the more they will participate to help raise readiness.	Families are a child's first teachers.	October 2010	May 2013
3A	Have Principal participate in the required trainings and online PD learning.	Change needs to come from the top down to instructional staff.	SIRC training is research-based and effective to build administration capacity.	November 2010	January 2013

Legend:

3A – On-going Job Embedded Professional Development;

3B – Operational Flexibility; and,

3C – Resource/Data Utilization

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Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3A	Create and submit a 90-day action plan.	If it's in writing with a set timeline, action will occur to enforce (Administration) change.	SIRC training is research-based and effective to build administration capacity.	October 2010	February 2011
3B	Have Teacher Leaders provide instructional leadership and support via walk-throughs and observations.	Mentors/Leaders are an essential part to change.	Principals who receive more professional development area more actively involved in the professional development of their teachers. Teachers who got more professional development taught lessons that were of higher instructional quality. And schools where instructional quality was higher also had students with higher academic achievement. Janet C. Quint, 2007.	October 2010	May 2013
3A	Have TLs facilitate job embedded PD.	Teachers need relevant job related training to have buy-in.	Research indicates that teacher training has a partial relationship with productivity, while self-esteem partially moderates all the relationship between teacher trainings and productivity. Further, the best predictors for teacher productivity are teaching skills and responsibility. <u>The Effects of Teacher Training Programs</u> , Abdul Abdullah, School for Educational Studies, University of Science Malaysia.	October 2010	March 2013
3A	TLs-collaborate with admin staff on long range PD plans. Activity: The New Jersey Writing Project and Conference for the Advancement of Mathematics Teaching (CAMT).	Campus goals need to be developed into long range professional development.	<u>Ten Roles for Teacher Leaders</u> ; Cindy Harrison and Joellen Killion.	October 2010	June 30, 2013

Legend:

3A – On-going Job Embedded Professional Development;
 3B – Operational Flexibility; and,
 3C – Resource/Data Utilization

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Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4C	Implement school-wide response intervention model.	Response to Intervention design will provide early, effective assistance to children who are having difficulty learning. Response to intervention was also designed to function as one part of a data-based process of identifying learning disabilities.	Haager, Diane et al. Evidence-Based Reading Practices for Response to Intervention, Brooks Publishing, 2007.	October 2010	June 30, 2013
4B	Use and integrate technology based supports and interventions.	Students need to have various forms of instruction provided including technology intervention.	Technological advances continue to expand possibilities for using technology to support reading instruction. An important application is in direct instruction of basic skills. Technology offer engaging, interactive activities for general and targeted practice. They give immediate corrective feedback, and some programs provide incentives for progress to higher levels of difficulty. Teachers can also use programs to track student progress. (Helen S. Kim and Michael L. Kamil, Stanford University.	October 2010	June 30, 2013
4B	Extend or restructure the school day such as advisory periods to build relationships with faculty, parents and students.	The more aware everyone is to the student needs the more assistance will be provided.	When parents show a strong interest in their children's schooling, they promote the development of attitudes that are key to achievement, attitudes that are more a product of how the family interacts than of its social class or income. If schools treat parents as powerless or unimportant, or if they discourage parents from taking an interest, they promote the development of attitudes in parents, and consequently their children, that inhibit achievement (Henderson, 1981, p. 3).	October 2010	June 30, 2013
4A	Establish class schedules and strategies that increase learning time.	Extended learning periods gives teachers time to develop relationships with students thereby helping to increase student engagement in school which is a vital part of student success.	Pennington, 2006.	October 2010	June 30, 2013

Legend:

4A – Flexible Scheduling;

4B – Instructionally-focused Calendar; and,

4C – Staff Collaborative Planning

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5A 5B 5C	Provide ongoing mechanisms for community and family engagement such as: <ul style="list-style-type: none"> • Parent/Teacher meetings; • Parent Teacher Organizations; • LEA/Campus Advisory Committees; • Higher Education Partners; • Public Meetings to discuss school performance; • Parent Education Class 	Parents and community members need to be more actively involved in the school and increase their knowledge to better prepare and support the educational school system.	National Coalition for Parent Involvement in Education, www.ncpie.org .	October 2010	June 30, 2013
5A 5B 5C	Continue partnership with Communities in Schools (CIS) to provide social-embedded and community oriented services and support systems to meet student/family needs.	Outside factors many times can have a negative effect on learning.	In many communities, schools are often the only public resource that can serve as a public space for convening community members. Situated in the heart of communities, schools have the opportunity to serve the broader needs of families and communities by connecting families with needed resources, supports, and services are proven to be effective strategies. (<i>National Human Services Assembly</i>).	October 2010	June 30, 2013

Legend:

5A – Increased Opportunities for Input;
 5B – Effective Communication; and,
 5C – Accessible Community Services

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6A 6B	Partner with PTOs, CBOs, health clinics, or state and local agencies are needed to create safe school environments that meet student's social, emotional, and health needs. Activity: Partner with Communities In Schools.	Outside factors many times can have a negative effect on learning.	In many communities, schools are often the only public resource that can serve as a public space for convening community members. Situated in the heart of communities, schools have the opportunity to serve the broader needs of families and communities by connecting families with needed resources, supports, and services are proven to be effective strategies. <i>(National Human Services Assembly).</i>	October 2010	June 30, 2013
6A 6B 6C	Involve parents in the guidance/advising system to ensure completion of an accelerated program of study.	Parents and community members need to be more actively involved in the school and increase their knowledge to better prepare and support the educational school system.	Decades of research show that when parents are involved students have: <ul style="list-style-type: none"> • Higher grades, test scores, and graduation rates • Better school attendance • Increased motivation, better self-esteem • Lower rates of suspension • Decreased use of drugs and alcohol. • Fewer instances of violent behavior. 	October 2010	June 30, 2013
6C	Partner with a local CBO-Family Organization to help recruit parents and provide social services and educational classes to parents. Activity: Partner with Communities In Schools and PTO.	Outside factors many times can have a negative effect on learning.	The campus needs trained professionals in their field to provide training and services to the campus students and their parents. <i>(Michigan Dept. of Education).</i>	October 2010	June 30, 2013

Legend:

- 6A - Decreased Discipline Referrals;
 6B - Increased Involvement in Extra/Co-Curricular Activities; and,
 6C - Increased Involvement in Extra/Co-Curricular Activities

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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
7B	Provide staff ongoing PD through: <ul style="list-style-type: none"> • Internal consultants • External Consultants • Professional Learning Communities: • Subject Content • Grade Level • Interdisciplinary Teams Activity: Advance Placement PD and attend the Conference for the Advancement of Mathematics Teaching (CMT).	Staff needs a variety of professional development trainings to gain a more comprehensive approach to varied student needs.	Professional development and in-service training for teachers have become key components for reform in teaching and curriculum change. It has become accepted that long-term intensive professional development programs are necessary and that short in-service programs or workshops are not sufficient to produce sustained change.	October 2010	June 30, 2013
7A	Implement an evaluation system that is clear and detailed.	The more the teacher is aware of evaluation system, the more they will strive for perfection. Establishing parameters for evaluation systems that are at the basis for the development, deployment, and advancement stage of the model begins with the development of standards for district-based educator evaluation systems.	Evaluation Systems are effective in the sense that they will (1) set goals, (2) focus narrowly on how to effectively accomplish the goals, (3) improve classroom observation skills, and (4) use additional sources of data (peer evaluation, student performance, parent evaluation, and self evaluation are discussed). <i>(McGreal, Thomas L.)</i>	October 2010	June 30, 2013
7C	Establish a financial incentive system for good performance on student outcomes. Activity: Teacher incentives for academic performance.	Test scores are higher in schools that offer individual financial incentives for good performance. Moreover, the estimated relationship between the presence of merit pay in teacher compensation and student test scores is strongest in schools that may have the least parental oversight. The association between teacher incentives and student performance could be due to better schools adopting teacher incentives or to teacher incentives eliciting more effort from teachers.	Individual Teacher Incentives and Student Performance* By David N. Figlio and Lawrence W. Kenny** Department of Economics University of Florida Gainesville, FL 32611-7140.	October 2010	June 30, 2013

Legend:

7A - Locally Developed Appraisal Instruments; 7B - On-going Job Embedded Professional Development; and,

7C- Recruitment/Retention Strategies

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7C	Establish and support a mentor program.	Teacher Mentor Program is designed to retain quality teachers. It is critically important that teachers new to the school receive the support, advice and direction necessary to make their experience as successful and meaningful as possible. Mentor programs provide lead mentors with strategies and models designed to support the training of new teacher mentors. Mentor programs are designed to provide regular and on-going opportunities for mentors to continue to refine their skills and provide support to one another.	The DoDEA (Department of Defense Education Activity) Pacific Mentoring Guide.	October 2010	June 30, 2013
7B	Provide SIRC webinars/ Podcasts/publications.	Varied training provides better results.	SIRC training is research-based and effective to build administration capacity.	October 2010	June 30, 2013
7B	Provide Teacher Leaders as mentors for teachers. Activity: Advance Placement PD and attend the Conference for the Advancement of Mathematics Teaching (CAMT).	Teacher Mentor Program is designed to retain quality teachers. It is critically important that teachers new to the school receive the support, advice and direction necessary to make their experience as successful and meaningful as possible. Mentor programs provide lead mentors with strategies and models designed to support the training of new teacher mentors. Mentor programs are designed to provide regular and on-going opportunities for mentors to continue to refine their skills and provide support to one another.	The DoDEA (Department of Defense Education Activity) Pacific Mentoring Guide.	October 2010	June 30, 2013
7A	Measure changes in instructional practices from PD training.	Data is a good resource for quantifiable measures. Review multiple observation-based assessments.	Quantitative measures are measurable if data is provided and available.	October 2010	June 30, 2013

Legend:

- 7A - Locally Developed Appraisal Instruments;
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Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7A	Provide subject specific pedagogy alignment with the school's comprehensive instructional program.	Four elements contributing to a classroom's success or failure as a learning environment are as follows: student needs, instructor approach, course content, and institutional setting.	Pedagogical Alignment and Curricular Consistency (W. Norton Grubb, University of California, Berkeley) (Rebecca D. Cox, Community College Research Center, Columbia University).	October 2010	June 30, 2013
7A	Provide a deeper understanding of the commitment given by the school.	Systematic efforts to provide flexible options for credit recovery; partnering with community-based organizations for intensive and tailored interventions; adjusting instructional practices; encouraging teachers to rely on data to make decisions; and increasing staff focus on attendance.	Making the Commitment to Act, Daniel Stid, Susan J. Colby, and Kate O'Neil, 2009.	October 2010	June 30, 2013
7C	Provide increased opportunities for promotion and career growth. Activity: Teacher stipends based on student performance.	In a hierarchy using promotion solely as a reward for good performance, people tend to rise to their level of competence because good performance in one job is no guarantee of good performance in another.	Peter Principal (Peter Hull, 1969).	October 2010	June 30, 2013

Legend:

- 7A** - Locally Developed Appraisal Instruments;
7B - On-going Job Embedded Professional Development; and,
7C - Recruitment/Retention Strategies

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Schedule #4B—Program Description		
Part 4: Waiver Requests		
Applicants must check the waivers in which the LEA/campus intends to implement.		
<p><input checked="" type="checkbox"/> Extending the period of availability of school improvement funds. <i>This waiver extends the "life" of the funds for two additional years; allowing the state to fund the grant period for three years to the LEA on behalf of the eligible campus, as long as the campus meets the requirements of implementation of the grant program.</i></p> <div style="border: 1px solid black; background-color: #f2f2f2; padding: 10px; margin: 10px 0;"> <p>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.</p> </div> <p><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></p> <p><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 School-wide program to do so in order to implement the Tier I reform model selected.</i></p>		

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Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
<p>The methods of evaluation provide for examining the effectiveness of project strategies. (2 points) The campus staff will comply with the evaluation requirements that are established by the Texas Education Agency (TEA). They will submit all evaluation reports in the format requested by TEA. The district agrees to provide information needed to evaluate the effectiveness of the program including child, teacher, staff, and classroom and school data.</p>		
<p>The procedures ensure feedback and continuous improvement in the operation of the proposed project through ongoing monitoring and adjustments as needed.(6 points) The district will solicit feedback and monitor progress on an on-going basis. The Campus staff will use the information to provide for continuous improvement of the project. The Project Manager and campus staff will ensure feedback and continuous improvement through internal and external evaluations that assess the program's efficiency in meeting the stated goals and measurable objectives. Evaluations will be used to monitor and adjust the program as the stakeholders deem appropriate. The absolute priority is for the campus is to meet and exceed the state and local standards.</p>		
<p>The campus has processes in place for providing on-going monitoring of grant activities to ensure continuous improvement as well as processes for informative evaluation and data collection, including how each will be used to improve instruction. The design of the proposed project reflects up-to date knowledge from proven research and effective best practices. (5 Points) Information collected will be used to measure progress and serve as a basis for program modifications or benchmarks of progress. Scores accumulated from progress reports and report cards will be used to gauge participants' academic improvement throughout the grant period. Monitoring will occur through demographic and testimonial information gathered from program participants, parents, staff, collaborating agencies, and the community. Program staff will monitor the academic progress reports, attendance, discipline referrals, and program absence reports. Analysis of the data will be performed on a frequent and continuous basis so as to yield feedback to the Project Manager and staff on a timely basis. The information will serve as a resource in the decision-making for continuous improvement on the program. The methods of evaluation referenced above will provide the ability for team members to examine the effectiveness of the project strategies.</p>		

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Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
<p>The formative evaluation processes outlined in the application provide for the identification and correction of problems throughout the duration of the grant project. (4 points) The district has designed an evaluation plan that will monitor the implementation of the program on an ongoing basis and will help determine whether the campus met its goals and objectives and achieved the desired results based on the established performance indicators. The campus assures as per Statutory Requirement #16 and Statutory Assurance #5, that they will report to the TEA the school-level data required under Section III of the final federal requirements.</p> <p>The campus will also use a rigorous, transparent, and equitable evaluation system for teachers and principals that will:</p> <ol style="list-style-type: none"> 1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed with teacher and principal involvement; <p>The campus will provide quarterly progress reports in order to determine the status of the following:</p> <ul style="list-style-type: none"> • Degree of planning, implementation, and evaluation of the project; • Degree of collaboration with local colleges/universities, Region One ESC, and TEA staff; • Level of staff development training; • Level of services actually provided to the targeted population; • Level of the curriculum and instruction that is utilized; • The quality of any products developed as part of the project; • The strengths and weaknesses of the project; • Recommendations for modifying or improving the program as a result of on-going evaluation activities; and • The level of compliance. <p>The formative process will provide the opportunity to identify and correct problems on a timely fashion throughout the grant cycle. The TAKS and End of Course data along with computer generated reports will provide the avenue to determine performance outcome.</p> <p>The objectives, strategies, activities, and desired results of the project are clearly specified and are measurable. (5 points) The campus will also track progress toward Critical Success Factors (CSF) and milestones through the Quarterly Implementation Reports (QIR). The district and campus staff understands that CSFs reflect behavioral changes that must be demonstrated by students at the campus or by adults working on their behalf. They also understand that CSFs are essential for the TTIPS SIG program to succeed in meeting the goals and objectives defined for the program. Each CSF will be monitored using measurable indicators, and these indicators enable the district to determine whether they are on track to successfully achieve the desired outcomes.</p> <p>Furthermore, the district will evaluate the effectiveness of the campus Principal. The evaluation results will determine whether the Principal should be replaced or retained or needs to receive leadership coaching and professional development.</p> <p>As per Statutory Assurance #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.</p>		

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Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
<p>The methods of evaluation include the use of objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the project and will produce quantitative and qualitative data to the extent possible. (2 points) The district and campus staff will use objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the project and will produce quantitative and qualitative data. A wide range of evaluation instruments will be used to identify program accomplishments, refinements or failures.</p>		
<p>1. How will the district disaggregated data collected?</p> <p>In order to disaggregate data collected the district will collect qualitative and quantitative data. In order to collect quantitative data the district will obtain data through methods such as interviews, on-site observations, and focus groups that is in narrative rather than numerical form. Data will then be analyzed by looking for themes and patterns. It involves reading, rereading, and exploring the data.</p> <p>Quantitative inquiries use numerical and statistical processes to answer specific questions. Various instruments can be used to gather statistics that are used in a variety of ways to support inquiry or program assessment/evaluation. These instruments are standardized state and national instruments that meet reliability and validity indicators. Instruments to be utilized include:</p> <ul style="list-style-type: none"> • SAT, • ACT, • TAKS, and • End of Course Exams. <p>The following qualitative and quantitative data will be collected:</p> <ul style="list-style-type: none"> • Attendance rosters---to verify attendance; • Software reports, TAKS, End of Course Exams, and benchmarks—to monitor student progress; • Lesson plans, quizzes, school referral reports, course schedules—track activity involvement and progress; • Teacher, instructor and parent interviews—to monitor personal and academic changes in students; • Student grade reports, truancy records, district discipline records---track student behavior; and • Evaluations, TAKS, End of Course Exams, and training logs –to monitor teacher training. 		
<p>2. How will data collected be used to improve instruction?</p> <p>In order to ensure improved instruction the district, campus, and grant staff will also use local benchmarks, surveys, pre-post exams, computer generated reports, and grade reports to measure student program growth. District, campus, and grant staff will meet to review the results of the student's growth and modify the teachers instruction or provide additional professional development if needed to ensure the program's success.</p>		
<p>3. How will the district ensure continuous improvement results?</p> <p>The evaluation design includes processes for collecting data, including (i.e., program activities, number of students served, etc.) and student level academic results (i.e., achievement results, attendance data, etc.) to determine progress on annual goals. (3 points).</p> <p>In order to ensure continuous improvement the district will continue to collect data throughout the grant cycle. A variety of statistical analysis will be used to measure and tabulate the results from the referenced assessment instruments. Internal staff will conduct research analysis of grades, attendance, behavior, parental involvement and other relevant issues to the program. Data and information gathered will be utilized to address the following questions:</p> <ul style="list-style-type: none"> • Were the program activities implemented as planned?; • How effective were the activities in achieving the goals and objectives of the program?; • What was the impact of the activities on the students?; and • Were the performance targets met? <p>An external Data Analyst will be contracted. The Data Analyst holds a Master's Degree and almost 20 years of experience in K-12 education. The contracted Data Analyst will assist the campus with the collection, review, and submission of data. The Data Analyst will maintain flexibility when meeting with the district/campus administrators to coordinate evaluation activities including teachers, students, and parents based on most convenient time for these individuals. The analyst will meet with Campus Principal, Superintendent, and grant staff to discuss strategies to ensure a high participation rate from teachers, students, and more importantly parents when distributing surveys required of the evaluation and remaining in compliance with TEA.</p>		

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Schedule # 4C—Performance Assessment and Evaluation		
Part 2: Process for Development of Performance Goals		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana). <u>The process that will be taken to prepare the campus goals is as follows:</u>		
<p>The evaluation design includes the use of objective performance measures and indicators of program accomplishment that are related to the intended results of the project and will produce quantitative and qualitative data to the extent possible. (2 points) The campus design team will address all CNA findings. The team will make measurable objectives tied to the annual goals for student achievement on both the state's assessment and other measures identified by the district. The district will hold the campus accountable for meeting or exceeding these measures.</p> <p>Steps include:</p> <ol style="list-style-type: none"> 1. Identify a Performance Measure; 2. Establish base data from the most recent year's performance; 3. Set a realistic Year 1 Progress Goals; 4. Set an increased goal from Year 1 for Year 2 Progress Goals; 5. Set an increased or maintain Year 2 Progress Goals; and 6. Reevaluate initial Performance Measures set in initial TTIPSG grant proposal with the assistance of SIRC, Region ESC staff, and campus personnel (staff/faculty). <p>Areas of focus will include:</p> <ol style="list-style-type: none"> 1. Improve Academic Performance; 2. Increase the Use of Quality Data to Drive Instruction; 3. Increase Leadership Effectiveness; 4. Increase Learning Time; 5. Increase Parent/Stakeholder Involvement; 6. Improve School Climate; and 7. Increase Teacher Quality. <p><u>Groups participating in the development of the goals will include:</u></p> <ol style="list-style-type: none"> 1. Superintendent—School Board Members and community members relay their concerns on a daily and regularly during board meetings, parents meetings, community functions, athletic events, etc. All concerns from parents and community members along with district and campus personnel will be factors considered when determining campus' performance goals. 2. Assistant Superintendent—Holds meetings and conferences with Principal, parents, community members, and parents on various academic and infrastructure campus needs. These concerns will be addressed in the School Culture and Leadership sections of the CNA and will help in developing goals. 3. Dean of Instruction—Meets with the Principal to review academic needs, review instructional materials and assessments, and holds training meetings with the teachers on various instructional strategies and methods. During these visits, much of the needs identified and discussed were considered when working on the CNA instrument and will be considered campus' performance goals. 4. Principal— Will have parent, teacher, student, counselor, and paraprofessional meetings, conferences, walk-throughs, and corresponds through emails, newsletters, and flyers to have an up to date assessment of needs. In addition, the Principal reviews various data reports to desegregate the student and teacher gaps, barriers, and weaknesses. His input is essential when determining campus' performance goals to the identified needs of the campus. 		

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<ol style="list-style-type: none"> 5. Assistant Principal- Will have first-hand knowledge of disciplinary needs, academic needs, nurse identified health issues, cafeteria needs, transportation scheduling needs, and parents concerns. These concerns were addressed in the CNA and will be beneficial in setting the campus' performance goals. 6. Teachers-serve as faculty, parents, and community members. Their class, campus, student, and parents needs were important to be considered when devising a plan on how to raise academics for the next 3 years and thereafter. Their input helped design the teacher quality section of the CNA and this proposal and will help in the campus' performance goals as well. 7. Counselor-reviews the grades, class availability, scheduling issues, student and parent personal and academic needs, and college readiness needs. These academic and social needs and their impact on the overall campus success was considered in the CNA and will play a role in the campus' performance goals. 8. Region ESC staff-brought in data reports with desegregated data broken down by years, campus, subject area, student type, and special populations. Graphs and charts also included longitudinal data in these specific areas as well. Staff from Region ESC will help with input on setting campus' performance goals. 9. SIRC Staff- SIRC will provide teachers and administrators with quality materials, research, and coaching to effectively implement actions to address key practices. SIRC will work in conjunction with the TEA to improve student performance. SIRC will provide the campus with information, clarification, resources, and technical assistance regarding the school improvement process. SIRC will also assist in developing increased leadership capacity in administrators and building knowledge of content and instructional strategies in teachers. The aim is to raise learning expectations for teachers, students, and administrators and to create a learning culture that facilitates improved student performance. 		
Initial campus performance goals by subset have been discussed during the initial CNA assessment; however, more specific goals and objectives will be determined after the assistance and intervention of SIRC, Region ESC staff, and the involvement of more campus staff and faculty.		
As per Federal Statutory Requirement #10 and Statutory Assurance #3: The proposed annual goals for student achievement on the State's assessments in both reading/language arts and mathematics are discussed under Schedule # 4C—Performance Assessment and Evaluation.		

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Schedule # 4C—Performance Assessment and Evaluation						
Part 3: Annual Performance Goals						
Improve Academic Performance – Enter the annual goals for student achievement, on both the State's assessments and other measures identified by the LEA, to which the LEA is holding the campus accountable						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA, Writing, and/or Math (All Students)	PEIMS/AEIS	Math-64%	Math-67%	Math-71%	Math-74%
2	Improve Student Achievement in Reading/ELA, Writing, and/or Math (Special Education Population)	PEIMS/AEIS	Math-40%	Math-43%	Math-46%	Math-49%
3	Increase the number of students enrolled in advanced courses (Grades 7-12 th)	PEIMS/AEIS	16.7%	19%	22%	25%
4	Decrease student Dropout and/or Retention Rate (Grades 7-12 th)	PEIMS/AEIS	Annual Dropout-.6%	Annual Dropout-.5%	Annual Dropout-.4%	Annual Dropout-.3%
5	Increase percent of students passing All tests taken. (All Students)	PEIMS/AEIS	55%	58%	61%	64%
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	Provide Professional Development Training based on data	PD Training Logs	*DNA	80%	85%	90%
2	Use data to select and implement an instructional model that is: -Research-based -Vertically and horizontally aligned -Based on student needs -Aligned with State Academic Standards.	Teacher Files	*DNA	80%	85%	90%
3	Analyze data over a period of time.	Evaluation/ Interim/Final Reports	*DNA	80%	85%	90%
4	Analyze data from feeder campuses as well.	Evaluation/ Interim/Final Reports	*DNA	80%	85%	90%
5	Use data to review and address all grade levels on the campus.	Evaluation/ Interim/Final Reports	*DNA	80%	85%	90%

*DNA – Data Not Available

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Schedule # 4C—Performance Assessment and Evaluation						
Part 3: Annual Performance Goals						
Increase Leadership Effectiveness — Enter the annual goals for increasing the effectiveness of campus leadership, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Provide embedded PD for Principal/Teacher Leaders and document growth.	Training Logs	N/A	80%	85%	90%
2	Implement new evaluation system developed with staff.	Staff Files	N/A	80%	85%	90%
3	Provide clear and detailed evaluation system.	Staff Files	N/A	80%	85%	90%
4	Provide job embedded PD to facilitate teaching and learning.	Training Logs	N/A	80%	85%	90%
5	Establish an incentive system for good performance on student outcomes	Staff Files	N/A	80%	85%	90%
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	Conduct periodic reviews and ensure that curriculum is being implemented with fidelity and having intended impact.	Teacher/Staff Files	N/A	80%	85%	90%
2	Implement a school-wide response to intervention model.	Teacher/Staff Files	N/A	Develop Intervention Model	Implement Intervention Model	Review and Restructure Intervention Model
3	Use and integrate technology based supports and interventions.	Teacher/Staff Files	30%	50%	60%	70%
4	Extend or restructure the school day such as advisory periods to build relationships with faculty, parents and students.	Attendance Logs	N/A	Develop Advisory Period	Implement Advisory Period	Review and Restructure Advisory Period
5						

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Provide ongoing mechanisms for community and family engagement such as: <ul style="list-style-type: none"> • Parent/Teacher meetings; • Parent Teacher Organizations; • LEA/Campus Advisory Committees; • Higher Education Partners; • Public Meetings to discuss school performance; • Parent Education Class 	Attendance Logs	40%	50%	60%	70%
2	Partner with social services to provide social-embedded and community oriented services and support systems to meet student/family needs.	Attendance Logs	DNA*	70%	80%	90%

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	Partner with PTOs, CBOs, health clinics, or state and local agencies are needed to create safe school environments that meet student's social, emotional, and health needs.	Contracts/MOU's & Referrals	DNA*	70%	80%	90%
2	Involve parents in the guidance/advising system to ensure completion of an accelerated program of study.	Guidance/Advising Records	DNA*	70%	80%	90%
3	Partner with a local CBO-Family Organization to help recruit parents and provide social services and educational classes to parents.	Contracts/MOU's & Referrals	DNA*	70%	80%	90%
4						
5						

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Schedule # 4C—Performance Assessment and Evaluation						
Part 3: Annual Performance Goals						
Increase Teacher Quality – Enter the annual goals for increasing teacher quality by measures identified by the LEA, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Provide staff ongoing PD through: <ul style="list-style-type: none"> • Internal consultants • External Consultants • Professional Learning Communities: • Subject Content • Grade Level • Interdisciplinary Teams 	Attendance Logs	DNA*	70%	80%	90%
2	Implement an evaluation system that is clear and detailed.	Teacher/Staff Files	DNA*	Develop an Evaluation System	Implement an Evaluation System	Review and Restructure an Evaluation System
3	Establish a financial incentive system for good performance on student outcomes.	Teacher/Staff Files	DNA*	Develop a financial incentive system	Implement a financial incentive system	Review and Restructure a financial incentive system
4	Provide flexibility work conditions that are designed to recruit, retain, and place high quality teachers in classrooms.	Recruitment and Retention Plan	DNA*	Develop a Recruitment and Retention Plan	Implement a Recruitment and Retention Plan	Review and Restructure a Recruitment and Retention Plan
5	Establish and support a mentor program.	Mentor Logs	DNA*	Develop a Mentor Program	Implement a Mentor Program	Review and Restructure a Mentor Program
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						
2						
3						

N/A

*DNA – Data Not Available

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies					
No Barriers					
#	No Barriers	Students	Teachers	Others	
000	The applicant assures that no barriers exist to equitable access and participation for any groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies					
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)					
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others	
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B19	Seek collaboration/assistance from business, industry, or institution of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Gang-Related Activities					
#	Strategies for Gang-related Activities	Students	Teachers	Others	
C01	Provide early intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C04	Provide flexibility in scheduling activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C05	Recruit volunteers to assist in promoting gang-free communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C06	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C08	Provide community service programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C10	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C11	Establish partnerships with law enforcement agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies					
Barrier: Drug-Related Activities (cont.)					
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D07	Provide community service programs/activities	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E02	Provide Program materials/Information in Braille.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E03	Provide program materials/information in large type.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E04	Provide program materials/information on tape.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E99	Other (Specify)	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
F02	Provide interpreters at program activities.	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
H99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Barrier: Absenteeism/Tuancy				
#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>
M03	Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, acknowledge in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	
N04	Provide intern program for new teachers.	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Lack of Transportation to Program Activities					
#	Strategies for Lack of Transportation to Program Activities	Students	Teachers	Others	
Q01	Provide transportation for parents and other program beneficiaries to activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q03	Conduct program activities in community centers and other neighborhood locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q04	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Other Barrier					
#	Strategies for Other Barrier	Students	Teachers	Others	
Z99	Other Barrier:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other Strategy:				

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Texas Title I Priority Schools Grant					
Schedule #5—Program Budget Summary					
Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A		Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276			
Project Period: August 1, 2010 through June 30, 2013					
Class/Object Code and Description	Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted	
Payroll Costs	5B 6100	\$522,135	\$80,310	\$	\$602,445
Professional and Contracted Services	5C 6200	\$191,386			\$191,386
Supplies and Materials	5D 6300	\$519,449			\$519,449
Other Operating Costs	5E 6400	\$195,420			\$195,420
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX	\$97,500			\$97,500
	Total Direct Costs	\$1,525,890	\$80,310		\$1,606,200
	% Indirect Costs				
Grand Total					
Total Budgeted Costs:		\$1,525,890	\$80,310	\$	\$1,606,200
Administrative Cost Calculation					
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs					\$1,606,200
Multiply by 5 (5% limit)					X .05
Enter Maximum Allowable for Administration, including Indirect Costs					\$80,310

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by telephone/e-mail/FAX on _____ by _____ of TEA.		
Texas Title I Priority Schools Grant		
Schedule #5—Program Budget Summary		
Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.		
Year 1: SY 2010-2011 \$1,606,200 Year 2: SY 2011-2012 \$1,606,200* Year 3: SY 2012-2013 \$1,606,200*		
* 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		
The cost per student will be approximately \$1,966 per student for a total of 817 students served by this grant. (2 Points) The proposed project is diverse with respect to the demographic location and small size of the district, thus the proposed project is appropriate for the results expected.		
Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided. (2 points) Funds requested are directly related to servicing high school students and will not supplant existing district resources such as: <ul style="list-style-type: none"> ❖ NLCB-Title Funding ❖ Carl D. Perkins ❖ Title I SIP-Regular/ARRA ❖ Title I SIP Academy ❖ Title XIV Stabilization 		
The Budget, including personnel, materials, related services, and other identified expenses, adequately support the activities outlined in the proposed project.(6 points)		
6100-Personnel: <ol style="list-style-type: none"> 1. The district proposes to hire 2 teachers to implement the new Freshman Academy. 2. The district proposes to hire a Project Coordinator/District Sheppard who will manage all activities, participate in staff development on topics determined from the CNA improvement plan, enlist district support for the initiative, and attend both the Summer Conference and Leadership Conference. 3. Funds will also be utilized for extra-duty pay, substitute pay, and teacher stipend to ensure program goals are met and staff are compensated. 		
6200-Professional and Contracted Services: The proposed contracted services will be utilized to provide teacher professional development, contract Data Analyst and other Region 1 trainers and consultants along with effective leadership training for the principal to improve the campus and exit Stage 1 Math.		
6300-Supplies and Materials: The proposed technology equipment and supplies/materials will be utilized to improve the campus to exit Stage 1 Math as well as convert the campus classrooms into 21 st Century Learning.		
6400-Other Operating Costs: <ol style="list-style-type: none"> 1. Student incentives for AP performance, afterschool TAKS reinforcement, academic success, and good behavior/campus safety. 2. Student field academic investigations. 3. Parent workshops and program activities for the 9th grade transition process. 4. Travel for teachers and administrators who require travel expenses to attend any TTIPS trainings and other professional development sessions. 		
6600-Capital Outlay: Funds will be utilized to purchase A+ and Apangea, as well as to update the technology infrastructure to ensure the campus has all means necessary to operate as a 21 st century classroom (Technology Ready).		

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Texas Title I Priority Schools Grant						
Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teachers	Provide instructional class for freshman seminar period. (2 Teachers x \$50,000= \$100,000)	2		\$	\$100,000
2	Educational Aide					
3	Tutor					
Program Management and Administration						
4	Project Director					
5	Project Coordinator/District Sheppard	Will manage all activities, participate in staff development on topics determined from the CNA improvement plan, enlist district support for the initiative, and attend both the Summer Conference and Leadership Conference.	1			\$55,000
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant	TTIPS data entry/collection (Admin Cost 2 x \$20,077.50 = \$40,155)				\$40,155
9	Data Entry Clerk	Will assist the Project Coordinator with inputting and tracking of student data.	1			\$30,000
10	Grant Accountant/Bookkeeper	TTIPS data entry/collection (Admin Cost 2 x \$20,077.50 = \$40,155)				\$40,155
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title:					
23	Title:					
24	Title:					
25	Title:					
26	Subtotal Employee Costs				\$	\$265,310
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay – Substitute pay for teachers to attend Professional Development (16 Substitutes x \$75/day x 10 days= \$12,000) Estimated 10 days			\$	\$12,000
28	6119	Professional Staff Extra-Duty Pay- Master's Incentive-Financial teacher incentives (10 x \$5,000 = \$50,000) Sign-on Bonus- Financial teacher incentives (5 x \$5,000 = \$25,000) Staff Incentives – Student academic performance incentives for teachers, administrators, paraprofessionals and support staff (Total of 92 employees) (\$150,000) Teacher Reward for AP performance – (25 x \$100 = \$2,500)				\$227,500
29	6121	Support Staff Extra-Duty Pay				
30	6140	Employee Benefits- (\$424,500 x 23% Benefits = \$97,635)				\$97,635
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$337,135
32	Grand Total Payroll Budget (line 26 + line 31)				\$	\$602,445

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Texas Title I Priority Schools Grant							
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval							
Expense Item Description				Pre-Award	Total Amount Budgeted		
621 2	Audit Costs (other than audits required under OMB Circular A-133) <u>Specify purpose</u> _____			\$	\$		
626 9	Rental or Lease of Buildings, Space in Buildings, or Land <u>Specify purpose and provide calculation</u> _____						
629 9	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools) <u>Specify purpose</u> _____						
629 9	Scholarships and Fellowships (not allowed for nonprofit charter schools) <u>Specify purpose</u> _____						
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.	Promethean Interactive Whiteboard Training –Staff Development/21 st Century Technology upgrade to promote student engagement and help campus exit Stage 1 Math.			\$7,000	\$	\$7,000	
2.	Conference for the Advancement of Mathematics Teaching (CAMT) - Hands on Staff Development that teachers can use in the classroom to address various topics in the math curriculum.			\$6,500		\$6,500	
3.	CAST-Staff Development training to increase knowledge, skills, and strategies that maximize long-term learning opportunities for all students.			\$6,500		\$6,500	
4.	PTO Training – Staff Development training to increase parental involvement at the campus.			\$2,000		\$2,000	
5.							
6.							
7.							
8.							
9.							
10.							
Subtotal							
Professional and Consulting Services Less than \$10,000				\$	\$22,000		
Professional and Consulting Services (6219) Greater than or Equal to \$10,000							
1. Description of Professional or Consulting Service (Topic/Purpose/Service): Advanced Placement Training- Will provide training to new and experienced AP teachers in all aspects of AP course content, organization, and methodologies (16 teachers x \$1,250).							
Contractor's Cost Breakdown of Service to be Provided				# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs				1	\$20,000	\$	\$20,000
Title: _____							
Subgrants, Subcontracts, Subcontracted Services							
Supplies and Materials							
Other Operating Costs							
Capital Outlay (Subgrants Only)							
Indirect Cost (_____ %)							
Total Payment:					\$20,000	\$	\$20,000

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Texas Title I Priority Schools Grant				
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)				
Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)				
New Jersey Writing Project- Will provide staff development on effective writing skills for the student (10 teachers x \$1,500).				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$15,000	\$	\$15,000
Title: _____ Subgrants, Subcontracts, Subcontracted Services Supplies and Materials Other Operating Costs Capital Outlay (Subgrants Only) Indirect Cost (%)				
Total Payment:		\$15,000	\$	\$15,000
3. Description of Professional or Consulting Service (Topic/Purpose/Service): Sheltered Instruction Observation Protocol (SIOP) Training- Will provide staff development for language accommodations for ESL students. (10 teachers x \$1,500).				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$15,000	\$	\$15,000
Title: _____ Subgrants, Subcontracts, Subcontracted Services Supplies and Materials Other Operating Costs Capital Outlay (Subgrants Only) Indirect Cost (%)				
Total Payment:		\$15,000	\$	\$15,000
4. Description of Professional or Consulting Service (Topic/Purpose/Service): Summer Planning Academy – Planning sessions for all campus teachers utilizing student data.				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$50,000	\$	\$50,000
Title: _____ Subgrants, Subcontracts, Subcontracted Services Supplies and Materials Other Operating Costs Capital Outlay (Subgrants Only) Indirect Cost (%)				
Total Payment:		\$50,000	\$	\$50,000
5. Description of Professional or Consulting Service (Topic/Purpose/Service): External Data Analyst from Institutional Research firm – Will provide assistance to the campus personnel with collection, review and submission of data throughout funding cycle.				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$ 48,186	\$	\$ 48,186
Title: _____ Subgrants, Subcontracts, Subcontracted Services Supplies and Materials Other Operating Costs Capital Outlay (Subgrants Only) Indirect Cost (%)				
Total Payment:		\$ 48,186	\$	\$ 48,186

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Texas Title I Priority Schools Grant				
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)				
Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)				
6. Description of Professional or Consulting Service (Topic/Purpose/Service): Compass – Will provide a customized learning program for students which is aligned with state and national standards while a variety of instructional approaches facilitate differentiated instruction.				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$10,000	\$	\$10,000
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$10,000	\$	\$10,000
7. Description of Professional or Consulting Service (Topic/Purpose/Service): Region One ESC – Will provide a minimum of 2 days of training for each of the 7 Critical Success Factors at a rate of \$800 per day.				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$11,200		\$11,200
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$11,200	\$	\$11,200
8. Description of Professional or Consulting Service (Topic/Purpose/Service): Summer Planning Academy – 2 day planning session for teachers utilizing student data				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs			\$	
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$	\$	\$
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$169,386	\$	\$169,386
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:		\$22,000		\$22,000
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		\$169,386		\$169,386
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
Grand Total:		\$191,386		\$191,386

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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	Student Laptops	Technology upgrade for students to complete class assignment in Math courses.	270 @ \$1,100= \$297,000		\$297,000
	2	Promethean Boards	Technology upgrade for student 21 st Century Learning for use by the teachers and students at the targeted high school campus.	20 @ \$5,300= \$106,000		\$106,000
	3	Teacher Laptops	Technology upgrade for 21 st Century Learning to be used by teachers at the targeted high school campus for instruction and student data entry.	20 @ \$2,000= \$40,000		\$40,000
	4	Interactive Whiteboards	Technology upgrade for student 21 st Century Learning for use by the teachers and students at the targeted high school campus.	16 @ \$300 = \$4,800		\$4,800
	5	Graphing Calculators	Math Instruction to exit Stage 1 Math.	200 @ \$100 = \$20,000		\$20,000
	6	Projector and Video Screen	Upgrade in library technology to promote student engagement.	1 set @ \$2,000 = \$2,000		\$2,000
	7	Personal Computers	Library technology upgrade for student use in research studies.	18 @ \$1,000 = \$18,000		\$18,000
	8	Student Textbooks	For students enrolling in dual enrollment classes to promote college readiness.	1 set @ \$10,000 = \$10,000		\$10,000
	9	Print Server	Technology upgrade for 21 st Century Learning for teacher and student use during instructional time.	1 @ \$5,000 = \$5,000		\$5,000
	10	Server for A+ Software	Technology upgrade for 21 st Century Learning for teacher and student use during instructional time to allow multiple users during the use of A+ Credit Recovery software.	1 @ \$6,500 = \$6,500		\$6,500
	11	Credit Recovery	Software to increase learning time for Math and ELA during night classes for students needing additional credits for graduation.	1 @ \$5,000 = \$5,000		\$5,000
6399	Technology Software- Not Capitalized					
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:						\$514,300
Remaining 6300- Supplies and Materials that do not require specific approval: 270 student planners x \$10 = \$2,700 for the Freshman Transition Academy Misc. supplies (pens, paper, ink, etc.) = \$2,449						\$5,149
Grand Total					\$ 0	\$519,449

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Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval				
	Expense Item Description	Pre-Award	Total Budgeted	
6411	Out of State Travel for Employees (includes registration fees)	\$	\$	
	Specify purpose: _____			
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)			
	Specify purpose: _____			
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools)			
	Specify purpose: _____			
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)			
	Specify purpose: _____			
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees)			
	Specify purpose: _____			
6429	Actual losses which could have been covered by permissible insurance			
6490	Indemnification Compensation for Loss or Damage			
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)			
	Membership Dues in Civic or Community Organizations (Not allowable for University applicants)			
	Specify name and purpose of organization: _____			
6499	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)			
	Specify purpose: _____			
Total 64XX- Operating Costs Requiring specific approval:				
Remaining 6400 - Other Operating Costs that do not require specific approval: Student incentives for AP performance (25 incentives x \$100 = \$2,500), Student incentives for afterschool TAKS reinforcement (6wks x \$5,000 = \$30,000) Student incentives for academic success (6wks x \$5,000 = \$30,000) Student incentives for good behavior/campus safety (6wks x \$5,000 = \$30,000). Student academic field investigations which includes buses, bus drivers, registration fees, and meals (4 investigations x 270 students x \$74 = \$79,920). Parent workshops to be hosted during the academic school year (4 workshops x \$2,000 = \$8,000) Evening Parental Involvement activities for the 9 th grade transition process (4 programs x \$2,500 = \$10,000). Travel for the Project Coordinator to attend the Leadership Conference and Summer Conference and other TTIPS trainings which includes hotel, travel and registration fees (\$5,000).			\$195,420	
Grand Total		\$	\$195,420	

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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	Wireless Upgrade-Technology upgrade for student 21 st century learning.	\$50,000	1		\$50,000
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12	Apangea-Interactive math program for Freshman Transition Academy.	\$7,500	1		\$7,500
13	A+ Software – Will allow students failing a course the opportunity to retake that course through an online virtual learning lab.	\$40,000	1		\$40,000
14					
15					
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
29					
Grand Total					
Total 6600/15XX- Capital Outlay Costs:					\$97,500

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>031905</u> 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	 <u>031905</u> 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 and Liquidations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered between the beginning and ending dates of the contract. The contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract no later than 30 days after the ending date of the contract, to coincide with the submission of the final expenditure report, due 30 days after the ending date of the contract. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

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- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

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

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

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

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

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

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

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

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

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5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
6. the **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students** (34 CFR Part 99), if Contractor is an educational institution (20 USC 1232g);
7. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (**prohibition against the use of federal grant funds to influence legislation pending before Congress**);
8. **Pro-Children Act of 2001**, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children [P. L. 107-110, Section 4303(a)]. In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services [P. L. 107-110, Section 4303(b)(1)]. Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P. L. 107-110, Section 4303(e)(1)).
9. **Fair Labor Standards Act (29 USC 207), Davis Bacon Act (40 USC 276(a), and Contract Work Hours and Safety Standards Act (40 USC 327 et seq.)**, as applicable, and their implementing regulations in 29 CFR 500-899, 29 CFR Parts 1,3,5, and 7, and 29 CFR Parts 5 and 1926, respectively.
10. **Buy America Act:** Contractor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding \$2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the U. S. that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. Contractor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-.2).
11. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended.
12. **Prohibition of Text Messaging and E-mailing while Driving during Official Federal Grant Business:** Personnel funded from federal grants and their subcontractors and subgrantees are prohibited from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using organization-supplied electronic equipment to text message or e-mail while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the U.S. Department of Education).

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

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

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

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

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

Rev. 03/2010

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

SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>031905</u> County-District No.
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

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

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount	<div style="text-align: center;"> 031905 County-District No. </div>
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>031905</u> County-District No.
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D - Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	031905 County-District No.
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Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.)
Do not sign and submit this disclosure form unless lobbying activities are being disclosed.

Federal Program:			
Name:			
1. Type of Federal Action <input type="checkbox"/> a. Contract <input type="checkbox"/> b. Grant	2. Status of Federal Action: <input type="checkbox"/> a. Bid/Offer/Application <input type="checkbox"/> b. Initial award <input type="checkbox"/> c. Post-award	3. Report Type: <input type="checkbox"/> a. Initial filing <input type="checkbox"/> b. Material change For Material Change Only: Year: _____ Quarter: _____ Date of last Report: _____	
4. Name and Address of Reporting Entity: <input type="checkbox"/> Subawardee Tier (if known): _____ Congressional District (if known): _____		5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701 Congressional District (if known): 21	
6. Federal Department/Agency:		7. Federal Program Name/Description: CFDA Number, if applicable: _____	
8. Federal Action Number, if known:		9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant <i>(If individual, last name, first name, MI):</i>		10. b. Individuals Performing Services <i>(including address if different from No. 10a; last name, first name, MI):</i>	
(Attach Continuation Sheet(s), if necessary)			
[ITEMS 11-15 REMOVED]			
16. Information requested through this form is authorized by Title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.		Signature:	
		Name:	
		Title:	
		Telephone#	
Federal Use Only:		Date:	

Standard Form LLL

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>031905</u> County-District No.
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The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	031905 County-District No.
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	031905 County-District No.
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- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).
- U. Assurances related to the education of homeless children and youths:**
- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
 - (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
 - (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
 - (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
 - (5) The LEA assures that homeless children and youth have access to the education and other services that they need to in order to meet the same challenging State student academic achievement standards to which all students are held.
- V. Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2001:
1. **Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:
 - (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is **operated under public supervision and control**;
 - (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
 - (C) provides a program of elementary or secondary education, or both;
 - (D) is **nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction**;
 - (E) **does not charge tuition**;
 - (F) **complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act**;
 - (G) is a school to which parents choose to send their children, and that **admits students on the basis of a lottery, if more students apply for admission than can be accommodated**;
 - (H) **agrees to comply with the same Federal and State audit requirements** as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
 - (I) **meets all applicable Federal, State, and local health and safety requirements**;
 - (J) operates in accordance with State law; and
 - (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.
 2. **Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.
 3. **Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	031905 County-District No.
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4. Highly Qualified:

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

5. Parental Involvement: The participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
- (D) the carrying out of other activities, such as those described in section 1118 of P. L. 107-110.

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>031905</u> County-District No.
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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>031905</u> County-District No.
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- (iv) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- (v) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- (vi) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- (vii) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

8. Teacher Mentoring: Activities that–

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

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

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

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

Revised 03/03

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	031905 County-District No.
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Federal Statutory Requirements

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

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

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individual students.

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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

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

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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

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

- The grantee organization's DUNS number (TEA will need to collect this information from grantees)
- The grant award number (i.e., NOGA ID number) assigned by TEA (TEA will have this information on file)
- 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)
- 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)
- The (federal) Congressional district number
- The grantee organization type (i.e., independent school district, nonprofit organization, etc) (TEA will have this information on file)
- The total amount of the grant award (TEA will have this information on file)
- The total amount paid to the grantee as of date of report (TEA will have this information on file)
- 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.)
- 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.)
- 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.)
- 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:

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

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

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

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

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

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

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

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

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

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

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).

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

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

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

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