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on this pag	e have been confirmed	ons made with			Carrizo Springs CI Organization Name		064903 County-District#
		***************************************	TEXAS	EDUCATION AGEN	CY Organization Name		Codity-District#
			Stand	ard Application System			064903001
		-		(SAS)	Campus Name		Campus Number
	•		Scho	ol Years 2010-2013	,		20
by telephor	ie/e-mail/FAX on		by School	or rears zoro-zor:	9-Digit Vendor ID#		ESC Region
		of TE	Α.		NOGA ID# (Assigned b	(TEA)	Amendment #
		Т	exas Title	I Priority Schools	Grant		-
ALSO THE TAX			Schedule#	1/≟∢General Informa	ation?	がは物質を	ALVO TELLES
Use of the	Standard Application	n System:	This system	provides a series of stand	dard schedules to be used	as formats	by applicants
Who apply i	or funds administered I	by the Texa	as Education A	gency. If additional clar	ification is needed, please	call 512-46	3-9269.
Project Be	ginning Date: 08/01,	10, Sectio /2010	n 1003(g), a		CFDA # 84.377A & 84.38 ject Ending Date: 06/30		
			for the can	pus included in thi	s application:	7 2013	
	ier II 🗌 Tier III 🗍	,			application		
AND THE EAST OF THE PARTY OF THE	dex to the Applica	tion	4.181.38			Herri dans	ic bishrace also
An X in the	"New Application" colu	nn indicate	s those sched	ules that must be subm	itted as part of the applica	tion. The ar	plicant must
[place an X i	n this column for each :	additional s	schedule subm	itted to complete the ap	plication. For amendments	the applic	ant must
place an X i	n the Amendment Appl	ication colu	ımn next to th	e schedule(s) being subr	nitted as part of the amen	V Water Day and research Assessment Control	
Sch No.	Schedule Name				Name of the second	1	lication
MARKET SANS	第2首称《经验》 第二首首					New	Amend
3	General Information					X	X
4	Purpose of Amendme Program Requirement		_			NA V	<u> </u>
4A	Program Abstract	.3				X	
4B	Program Description					X	
4C	Performance Assessm	ent and Ev	aluation			X	
4D	Equitable Access and	Participatio	าก			X	
5	Program Budget Sum	mary				X	Х
5B	Payroll Costs 6100		 			х	
5C 5D	Professional and Cont		vices 6200			х	
5E	Supplies and Materials Other Operating Costs					X	\bot
5G	Capital Outlay 6600/1		sive of 6619 a	nd 6629)		×	H-H-H
6A	General Provisions	ONN (ENCIO	314C 01 0013 U	114 00257		X	NA NA
6B	Debarment and Suspe	nsion Certi	ification			X	NA NA
6C ·	Lobbying Certification					Х	NA
6D	Disclosure of Lobbying						
6E	NCLB Provisions and A					X	NA
6F	Program-Specific Prov		Assurances			X	<u> </u> NA
Lhoroby	on and Incorporat	ion	4-23-28-23-41				
named above	uly uiat the illioniiation	ite represe	i in this applica	ation is, to the best of m	y knowledge, correct and a legally binding contract	that the org	anization
certify that a	inv ensuing program ar	nd activity	will be conduct	ed in accordance with a	if a regard billioning contract If applicable Federal and S	uai ayreenk tate laws an	ene, i luruner id
regulations,	application guidelines a	ind instruct	tions, the Prov	isions and Assurances, D	ebarment and Suspension	. lobbyina r	requirements.
Special Provi	isions and Assurances,	and the scl	hedules attach	ed as applicable. It is un	derstood by the applicant	that this ap	plication
constitutes a	n offer and, if accepted	l by the Ag	ency or renego	otiated to acceptance, wi	III form a binding agreeme	nt.	
Authorize							
Typed First I Deborah	vame		Last-Name		Title		
Phone	Fax	<u> </u>	Dobie Email		Superintendent Signature/Date Signe	of Challen Souls	
830-876-350		nn	ddobie@cscis	d not		o rome ink	prererrea)
	ally responsible par						Slaxlin
				gnaturé(s)) must be rece			2010
Texas F	ducation Agency	at 1505(3 \	with duditial si	gnature(s)), must be <u>jrece</u> HTMLO HTMLOOG	SIVE ,	. ,,	3, 2010:
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	orth Congress Avenue		w y - cy	and committees			
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by telephor	ne/e-mail/FAX on of TEA.	School Years 2010-2013	Amendment No.						
		Texas Title I Priority Schools Grant							
		Schedule #1—General Information							
		I-Related Attachments and Assurances							
accompa any revis	ny the application when it i	plication will not be reviewed and scored if any or s submitted. Applicants will not be permitted to chments, after the closing date of the grant. Atta dix.	submit required attachments, or						
		EProof of Nonprofit Status							
1 🗆	Required for all open-enrollment charter schools sponsored by a nonprofit organization:								
	Check box to indicate the and Part 3: Schedule Instru	at proof of nonprofit status is attached. (See Pa ections for acceptable proof.)	rt 1: General and Fiscal Guidelines						
		Assurance of Financial Stability							
	Required for all independent school districts, open-enrollment charter schools, and education service centers:								
2x -	enrollment charter schools, audit for the immediate prid determined by the TEA Divi reserves the right to ensure preliminary selection for fur	surance that audit requirements have been me and education service centers must be in compliand or fiscal year to TEA in the time and manner request sion of Financial Audits to be in compliance with the e that all applicants are deemed by TEA to be financial ading to receive a grant award. The TEA Division of the the required annual audit for the immediate prior fis	te with submitting the required annual the set of the s						
		Assvirance of Submittal of Reviewer Informa	Kon Form						
	Required for all applican	ts:							
3 x	Check box to indicate as	surance that reviewer information form will be	submitted.						
3 x	All applicants are required t 2010 . (See Part 2: Progran the form.)	o complete the Reviewer Information Form and to s n Guidelines, "Reviewer Information Form," for instr	ubmit it online by Thursday, May 6, uctions on how to access and submit						

For TEA Use Only Adjustments and/or annotations mad on this page have been confirmed with	le	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013				064903_ County-District No.			
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by of I	EA. I	Texas Title	I Priori	ty Schools Gra	nt				
Part 3: Applicant Informa		Schedule;	#1—Gen	eral Informati	on:				
Local Educational Agency	(LE	A) Informat	ion:						
LEA Name									
Carrizo Springs CISD Mailing Address Line – 1	Maili	ng Address Line	e - 2	City	State	Zip Code			
300 North 7 th Street	, , , ,			Carrizo Springs	TX	78834			
U.S. Congressional District		Primary DUNS	Number	Central Contrac	tor Registration	NCES Identification			
Number		011134053		(CCR) CAGE Co	de	Number 481299000785			
23		011134033		<u> </u>	County-Distric	t Campus Number			
Campus Name					064903001	t campas Namber			
Carrizo Springs High School Mailing Address Line - 1	Maili	ng Address Lin	e - 2	City	State	Zip Code			
286 FM 1556	Fidin	ng radross zar		Carrizo Springs	TX	78834			
			n in second		La legita esta a constitución de la constitución de				
Applicant Contacts			THE POST OF THE PARTY OF THE PA		TO THE STATE OF THE PERSON	# 04100 8 10 10 10 10 10 10 10 10 10 10 10 10 10			
Primary Contact First Name	Initia	al I	Last Name	<u> </u>		Title			
1 it Se I varife	Atlanta					Ex. Director of			
Susan	D	D Casey				Curriculum & Instruction			
	l'av	1		Email		Tristi decion			
Telephone 830-876-3842	Fax	376-3619		scasey@cscis	d.net				
Mailing Address Line - 1		ng Address Lin	e - 2	City	State	Zip Code			
300 North 7 th Street	1 10111		Carrizo Springs TX			78834			
	1777-231	Carrizo Springs 17							
Secondary Contact First Name	Initia	al Last Name				Title			
First Name	10000	21		<u> </u>	····	Ex. Director of Human			
Monique			Gonzalez		:	Resources			
Telephone	Fax			E-mail					
830-876-3503	830-	876-3619		mgonzalez@c		17h Codo			
Mailing Address Line - 1	Maili	ng Address Lin	<u>e - 2</u>	City	State	Zip Code			
300 North 7 th Street				Carrizo Springs	TX	78834			

											
	stments and/	Vise Only for annotations made the confirmed with			ION AGENCY n System (SAS)		064903 County-District No.				
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100 mg/s			Schedule #3-Pi	WHITE IS THE OWNER, IN CO.		The state of the s					
	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.										
		#1—General Inform	·			gram Budget Summ	nary				
	Schedule	#3—Purpose of Am	endment		Schedule #5B—Pa	yroll Costs 6100					
	Schedule	#4—Program Requi	rements		Schedule #5CPro 6200	ofessional and Cont	racted Services				
	Schedule	#4A—Program Abst	ract		Schedule #5D-Su	opplies and Material	s 6300				
	Schedule	#4B—Program Desc	cription		Schedule #5EOt	her Operating Costs	6400				
	Schedule Evaluation	#4C— Performance า	Assessment and		Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)						
	Schedule Participati	#4D—Equitable Acc	ess and		,						
NOTE	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											
Part	2: Revise				o days prior to the	enumy date of tr	ie grant.				
					o days phor to the	e ending date of tr	ie grant.				
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by tele by	ephone/e-mail/FAX on of TEA.	School Years 2010-2013	Amendment No.
		Texas Title I Priority Schools Grant	
75.45		Schedule #3—Purpose of Amendment	
appi	3: Reason for Amendmen opriate/box to indicate reason	it Request, For all grants, regardless of do in for amendment request	lar amount, check the
	1. Addition of a class/object of	code not previously budgeted on Schedule #5—B	udget Summary
	2. Increase or decrease the a 6100-6600) by more than 25	mount approved in any class/object code on Sch % of the current amount approved in the class/o	edule #5—Budget Summary (i.e., bject code
	3. Addition of a new line item	on any of the supporting budget schedules (i.e.,	Schedules #5B-5G)
		e number of positions budgeted on Schedule #5B	
	5. Addition of a new item of a Supplies and Materials	omputer hardware/equipment (not capitalized) a	pproved on Schedule #5C-
	6. Addition of a new item or in Capital Outlay for articles cos	ncrease in quantity of capital outlay item(s) ≥ \$5 ing \$5,000 or more.	,000 approved on Schedule #5G—
	7. Addition of a new item of c less than \$5,000.	apital outlay items approved on Schedule #5G—	Capital Outlay for articles costing
	8. Reduction of funds allotted	for training costs	·
	9. Additional funds needed		
	10. Change in scope of object approval	ives, regardless of whether there is an associated	l budget revision requiring prior
	11. Other (Specify)		
Part	4: Amendment Justificati	on.	
		·	
			;
			1

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

TEXAS EDUCATION AGENCY Standard Application System (SAS)

064903 County-District No.

by telephone/e-mail/FAX on

of TEA.

School Years 2010-2013

Amendment No.

Texas Title I Priority Schools Grant

Schedule #4—Program Summary and Application Requirements

Part 1: Grant Program Information:

Summary of Program: Purpose and Goals

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

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

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

Allowable Activities

Tier I and Tier II Grantees

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

Tier III Grantees

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

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

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

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		Schedule #4—Program Requirements						
P.	ant 2: Statutory Requireme	ents ————————————————————————————————————	Primary Component:Where					
#		ederal Statutory Requirements	Described					
	The LEA must demonstrate tha	t the LEA has analyzed the needs of each school	Comprehensive Needs					
1	and selected an intervention fo	r each school and selected an intervention for	Assessment Pages 17-19					
	The LEA must demonstrate tha	t it has the capacity to use these grant funds to	Project Management—Capacity					
	provide adequate resources and	d related support to each Tier campus identified if	Project Management—LEA					
2	the LEA's application in order to	o implement, fully and effectively, the required ition model it has selected.	Support - Pages 20-29					
	If the LFA is not applying to se	rve each Tier I school (through a separate	Project Management—Lack of					
3	application for each campus), teach Tier I school.	he LEA must explain why it lacks capacity to serve	e Capacity					
	The LEA must describe actions	it has taken, or will take, to design and implemen	t Program Abstract					
4	interventions consistent with the	ne final federal requirements, including the	Intervention Model					
`	services the campus will receiv	e or the activities the campus will implement.	Project Management—External					
5	The LEA must describe actions	EA must describe actions it has taken, or will take, to recruit, screen, and						
2	select external providers, if and	olicable, to ensure their quality.	Providers Project Management—Resource					
		it has taken, or will take, to align other resources	Management					
6	with the interventions.		Program Budget Summary					
	The LEA must describe actions	EA must describe actions it has taken, or will take, to modify its practices of						
7	noticing if pageseary to enable	e its schools to implement the interventions fully	Project Management— Management of Grant					
'	and effectively.	, ita sensors to implement we will be	Activities					
-	The LFA must describe actions	it has taken, or will take, to sustain the reforms	Project Management—Program					
8	after the funding period ends.		Continuation and					
ľ			Sustainability					
9	The LEA must include a timelin	e delineating the steps it will take to implement	Project Management—Activity					
	the selected intervention in each	ch campus,	Timeline Performance Assessment and					
	The LEA must describe the ann	ual goals for student achievement on the State's	Evaluation—Annual					
10	assessments in both reading/la	inguage arts and mathematics that it has	Performance Goals					
		its Tier I and Tier II schools that receive school	T CATOLINATION CONT.					
	improvement funds.	consult with relevant stakeholders regarding the	Comprehensive Needs					
	I FA's application and implement	ntation of school improvement models on its	Assessment—Groups of					
	campus	resolutions on maria at the constitution of the constitution of	Participants Page 19					
11	Carripao	Project Management—						
			Partnerships/Involvement					
	<u>.</u>		of Others Page 21					
	Applicant provides assurance t	hat financial assistance provided under the grant	Program Assurances					
12	program will supplement, and	not supplant, the amount of state and local funds						
	allocated to the campus.		Program Assurances					
1	Applicant provides assurance t	hat it will use its School Improvement Grant to	riogiani Assurances					
13	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.						

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			Texas Title I Priority Schools Grant	
44	美 夏克兰		Schedule #4—Program Requirements	
P	art 2: S	Statutory Requirem	ents	Primary Component Where
#	Requir	rement Description =	Federal Statutory Requirements	Described
40			hat it will establish annual goals for student	Program Assurances
	achieve	ament on the State's ass	sessments in both reading/language arts and	
	mathor	matice and measure nro	aress on the leading indicators in section 111 of th	e
14	final fe	deral requirements in O	der to monitor each Her I and Her II School ular	it
	serves	with school improvement	it funds, and establish goals (approved by the	‡
	TEA) to	hold accountable its Ti	er III schools that receive grant funds.	er Program Assurances
	Applica	int provides assurance t	hat it will, if it implements a restart model in a Ties contract or agreement terms and provisions to	. Togram issurances
15	LOT HE	er II school, iliciuue iii iu	ter management organization (CMO), or education	n
15	manag	ement organization (EM	O) accountable for complying with the final federa	al
	roguiro	monte		
16	Applica	ent provides assurance t	hat it will report to the TEA the school-level data	Program Assurances
10	require	ed under section III of th	ne final federal requirements.	Program Assurances
	If the l	_EA/campus selects to II implement the following	nplement the <u>turnaround model</u> , the campus	
	musti	mplement the following. Replace the principal a	nd grant the principal sufficient operational	1
	a.	flevihility (including in	staffing, calendars/time, and budgeting) to	İ
		Implement fully a con	inrehensive approach in order to substantially	
		improve student achie	evement outcomes and increase high school	
		graduation rates;	the transmission of staff	
	b.	Use locally adopted co	mpetencies to measure the effectiveness of staff the turnaround environment to meet the needs of	. 1
			the turnatoutid environment to meet the needs of	į
		students; 1. Screen all exis	d	
		Select new sta	ting staff and rehire no more than 50 percent; an ff.	
	c.	Implement such strate	gies as financial incentives, increased opportuniti	es
	İ	for promotion and cat	eer growth, and more flexible Work conditions the	#L {
		are designed to recru	it, place, and retain staff with the skills necessary	
	1.	to meet the needs of	the students in the turnaround school; high-quality, job-embedded professional	
1	d.	Provide staff ongoing,	ligned with the school's comprehensive	
17		instructional program	and designed with school staff to ensure that the	ey
1/		are equipped to facili	rate effective teaching and learning and nave the	
		canacity to successful	lly implement school reform strategies;	
	e.	Adopt a new governan	ce structure, which may include, but is not ilmite	d
		to, requiring the scho	of to report to a new "turnaround office" in the Li	A
		or SEA, hire a "turnar	ound leader" who reports directly to the	
		Superintendent or Ch	ief Academic Officer, or enter into a multi-year or SEA to obtain added flexibility in exchange for	.
]	greater accountability	r	1
	f.	Hee data to identify an	nd implement an instructional program that is	
	"	research-based and v	ertically aligned from one grade to the next as w	ell
		as aligned with State	academic standards:	
1	g.	Promote the continuou	is use of student data (such as from formative,	
		interim, and summat	ive assessments) to inform and differentiate	.
] .	instruction in order to	meet the academic needs of individual students in implement strategies that provide increased	
	l h.	Learning time (as defi	ned in this notice); and	
	i.	Provide appropriate so	ocial-emotional and community-oriented services	
	"	and supports for stuc	lents.	

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liver o		Schedule #4—Program Requirements	
, p	nt 2: Statutory Requireme		The second secon
			Primary Component Where
#	Requirement Description - I	Federal Statutory Requirements	Described Program Assurances
	If the LEA/campus selects to in	plement the turnaround model, the campus	Frogram Assurances
1		ederal requirements. I permissible activities under the transformation	1
18	a. Any of the required and	Libertuisaine activities affact the datasormation	
1	model; or	g., themed, dual language academy).	
	If the LFA/campus selects to in	applement the school closure model, the campus	Program Assurances
	were transport the following	roquirement	
1	a Enroll the students who	aftended that school in other schools in the LCA	
19	that are higher achiev	ing within reasonable proximity to the closed	
10	school and may includ	e, but are not limited to, charter schools or new evement data are not yet available.	
	SCHOOLS FOR WHICH ACH	re is a one-year grant without the possibility of	
	continued funding.		
	If the I FA/campus selects to in	nplement the <u>restart model</u> , the campus must	Program Assurances
	implement the following federa	l requirements.	
İ	 Convert or close and re 	eopen the school under a charter school operator,	
	a charter managemen	t organization (CMO), or an education ation (EMO) that has been selected through a	
	vicerous roughly proces		
20	operates or manages		
	functions and resource		
	profit organization that	at provides "whole-school operation" services to a	n
	ΙEΔ		
	b. Enroll, within the grade	es it serves, any former student who wishes to	
	attend the school.	nplement the transformation model , the campi	us Program Assurances
	muset implement the following	federal requirements.	
	1 Dayslan and increase f	eacher and school leader effectivelless.	
	(A) Replace the pri	incipal who led the school prior to commencement	t
	of the transformation	model:	
	(B) Use rigorous, t	rransparent, and equitable evaluation systems for	
	teachers and principa	is that nto account data on student growth as a significar	nt
	factor as well a	as other factors such as multiple observation-base	ed [
	accessments 0	f performance and ongoing collections of	
]	professional pr	actice reflective of student achievement and	
	increased high	school graduation rates; and	
21	(2) Are de	esigned and developed with teacher and principal	1
	involvement;	ward ashaal landers teachers and other staff	
	(C) Identity and re	ward school leaders, teachers, and other staff nenting this model, have increased student	
	achievement a	ind high school graduation rates and identity and	
	remove those	who, after ample opportunities have been provide	ed
1	for them to im	prove their professional practice, have not done	
-	co.		
	(D) Provide staff o	ngoing, high-quality, job-embedded professional	
	l davalanment (a a regarding subject-specific beddyby,	ity
	instruction that	t reflects a deeper understanding of the commun school, or differentiated instruction) that is aligned	ed
	served by the	school, or differentiated histraction of that is differentiated histractional program and	
	With the strict	a o comprehension o monarco	······································

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778E		Schedule #4—Program Requirements	
SON D	art 2: Statutory Requireme		
7.50	CANADA ANTI ANTI PER PER PER PER PER PER PER PER PER PER		Primary Component Where
#		ederal Statutory Requirements	Described
J. Maria P. S.	designed with school sta	iff to ensure they are equipped to facilitate	Program Assurances
		arning and have the capacity to successfully	
	implement school reform	n strategies; and	
	(E) Implement such stra	regies as financial incentives, increased	· L
	opportunities for prof	notion and career growth, and more flexible wor esigned to recruit, place, and retain staff with th	A .
	chille necessary to m	eet the needs of the students in a transformation	i l
	school.	see the needs of the statement in a transferment.	
	Comprehensive instruct	onal reform strategies.	
	(A) Use data to iden	t	
	is research-base		
	next as well as a		
	(B) Promote the cor		
	formative, interi differentiate ins		
21	individual stude		
2.1	3. Increasing learning time		
	(A) Establish schedu	ıg 📗	
	time; and		
	` ,	mechanisms for family and community	7-
	engagement.	xibility and sustained support.	**
	4. Providing operational ne	sufficient operational flexibility (such as staffing,	
	calendars/time.	and budgeting) to implement fully a	**
	comprehensive	approach to substantially improve student	*
	achievement ou	comes and increase high school graduation	
	rates; and		3
	(B) Ensure that the	school receives ongoing, intensive technical	
		elated support from the LEA, the SEA, or a	49-1
		nal lead partner organization (such as a school nization or an EMO).	***
	An I FA may also implement of	er strategies to develop teachers' and school	Program Assurances
	leaders' effectiveness, such as-	or or acogres to deterp teasurers and series	
	(A) Provide additional comp	ensation to attract and retain staff with the skills	
	necessary to meet the	needs of the students in a transformation school	;
22	(B) Institute a system for m	easuring changes in instructional practices	
	resulting from profession	onal development; or	
	(C) Ensure that the school i	s not required to accept a teacher without the	. 1
		eacher and principal, regardless of the teacher's	'
	seniority.		

For TEA Use Only Adjustments and/or annotations made TEXAS EDUCATION AGENCY 064903 on this page have been confirmed with Standard Application System (SAS) County-District No. School Years 2010-2013 by telephone/e-mail/FAX on Amendment No. of TEA. Texas Title I Priority Schools Grant Schedule #4—Program Requirements Part 2: Statutory Requirements Primary Component Where # Requirement Description - Federal Statutory Requirements Described An LEA may also implement comprehensive instructional reform strategies, such Program Assurances 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, 23 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 performancebased 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. An LEA may also implement other strategies that extend learning time and **Program Assurances** create community-oriented schools, such as--(A) Partner with parents and parent organizations, faith- and communitybased 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 24 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 prekindergarten.

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		Schedule #4—Program Requirements	u anto contrato a superiori de ancionetra							
	Part 2: Statutory Requireme	ents								
4	Posturament Description - I	ederal Statutory Requirements	Primary Component Where							
4.50	国。1970年2月1日 1月1日 1月1日 1月1日 1月1日 1月1日 1月1日 1月1日		Described							
		ther strategies for providing operational flexibility	Program Assurances							
	and intensive support, such as-	run under a new governance arrangement, such								
2		on within the LEA or SEA; or								
	(R) Implement a per-nuni	school-based budget formula that is weighted								
	based on student need									
_	An LEA that has nine or more T	ier I and Tier II schools is prohibited from	Program Assurances							
26	implementing the transformation	on model in more than 50% of those schools.								
В	submitting the application an	d signing Schedule #1, the applicant is certif	ying that all requirements are							
m	et in these program narrative.	component descriptions and activities.	的。在特別學學的學學與							
P	art 3: Statutory Assurances	en en en en en en en en en en en en en e								
#	Statutory Assurance Descrip	otion and the last the same and the same								
N.4.	Applicant provides assurance th	nat financial assistance provided under the grant p	rogram will supplement, and not							
1	supplant, the amount of state a	and local funds allocated to the campus.								
2	Applicant provides assurance the	nat it will use its TTIPS Grant to implement fully ar	d effectively an intervention in							
	each Tier I and Tier II school th	at the LEA commits to serve consistent with the fi	nal federal requirements.							
	Applicant provides assurance the	nat it will establish annual goals for student achiev	ement on the State's assessments							
	in both reading/language arts a	and mathematics and measure progress on the lea	ding indicators in section III of the							
3	final federal requirements in or	der to monitor each Tier I and Tier II school that it serves with school improvement roved by the TEA) to hold accountable its Tier III schools that receive school								
		roved by the TEA) to hold accountable its Hei III:	schools that receive school							
	improvement funds.	and it will lift implements a restart model in a Tier	I or Tier II school include in its							
4	contract or agreement terms at	nat it will, if it implements a restart model in a Tier I or Tier II school, include in its								
7	education management organiz	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.								
	Applicant provides assurance th	nat it will report to the TEA the school-level data re	equired under section III of the							
5	final federal requirements.		•							
_	Applicant provides assurance th	at it will participate in any evaluation of the grant	conducted by the U.S.							
6	Department of Education, inclu-	ding its contractors, or the Texas Education Agenc	y, including its contractors.							
p	art 4: TEA Program Assuran	ces								
744										
*	TEA Assurance Description									
	Before full implementation funds	are made available, the grantee must demonstrat	e that all early implementation							
	activities have been completed. S	Successful completion of the early implementation	will be measured in the Quarterly							
		ne Model Selection and Description Report, and thi	ough participation in TEA							
	technical assistance.		a at make a a model Title							
	a. The Model Selection and I	Description Report must be submitted to TEA no la	ter than rebruary 1, 2011. This							
1		at any time prior to the deadline. Grantees must o	lemonstrate successful completion							
	of the following activities:	eeds Assessment process.								
ļ	i. Comprehensive N	nt budget by the required categories.								
	iii. Identification and	Selection of the intervention model.								
-	iv. Development of a	activities to implement selected intervention model								
		imeline of Grant Activities.								

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ra	rt 4: TEA Program Assuran		SECTION OF THE SECTIO								
#	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.	ce that a team from the grantee LEA/campus wil	l attend and participate in grant								
3	orientation meetings, technical Improvement Conference, and	assistance meetings, other periodic meetings of sharing of best practices.	grantees, the Texas School								
4	For the LEAs selecting the TEA	Designed Models the applicant provide assurance and coaching support provided by TEA, SIRC,	es that it will participate in and and/or its subcontractors.								
5	The applicant will establish or p Knowledge and Skills which pro and its alignment with instruction achievement at the campus lev	rovide evidence of a system of formative assess vides robust, targeted data to evaluate the effect on occurring on the campus; assesses progress of the campust and guide instructional decisions by teachers	ment aligned to the Texas Essential tiveness of the LEA's curriculum on student groups' academic for individual students.								
6	The applicant will participate in grant intervention models.	a formative assessment of the LEA's capacity ar	nd commitment to carry out the								
7	The applicant will provide acces	s for onsite visits to the LEA and campus by TEA	, SIRC and its contractors.								
8	approved list of CMO and EMO	estart Model, agrees to contract only with CMO opposites.									
9	The applicant, if selecting the T participation of the campus prir leadership capacity.	urnaround Model or Transformation Model (Tiers cipal or principal candidates in a formative asse	s I and Tiers II only) agrees to the ssment of their turnaround								
	If the LEA/Tier III campus selec	ts to implement the transformation model, th	ne campus assures That it will it								
	implement the following federal	requirements. acher and school leader effectiveness.									
	A. Evaluate the effective	eness of the current principal and use the results	of the evaluation to determine								
	whether the principa or training.	I should be replaced, be retained on the campus	, or be provided leadership coaching								
	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										
10	specific pedagogy, i school, or differenti program and design learning and have ti	g, high-quality, job-embedded professional devenstruction that reflects a deeper understanding of the instruction) that is aligned with the school's ed with school staff to ensure they are equipped to expacity to successfully implement school references.	of the community served by the comprehensive instructional to facilitate effective teaching and corm strategies; and								
	D. Implement such stra growth, and more fl skills necessary to n transparent, and eq	ategies as financial incentives, increased opporton exible work conditions that are designed to recrease the needs of the students in a transformation witable evaluation systems for teachers and prin	unities for promotion and career uit, place, and retain staff with the on school based on rigorous, scipals:								
	1. Takes into ac observation- practice refle	ecount data on student growth as a a factor as wo based assessments of student performance and ctive of student achievement and increased high and developed and with teacher and principal in	vell as other factors such as multiple ongoing collections of professional school graduation rates; and								

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

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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 of not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana). Carrizo Springs CISD is committed to restructuring our high school which has demonstrated inadequate progress toward state and federal accountability measures. We have spent a significant amount of time investigating various reform models, conducting a comprehensive needs assessment, analyzing data, developing a program aligned to a TEA model, and seeking information from successful rural high schools and current research data. We are steadfast in the belief that we need to immediately implement all components of the model and assure the agency that all Pre-Work has been accomplished. We have already completed an evaluation of the campus administrator and found the administrator to be lacking in the characteristics of effective leadership and therefore have already reassigned the administrator. We have been advertising for a campus leader for the last four weeks and look forward to hiring a highly qualified administrator who understands the correlates of effective schools, demonstrates strong disciplinarian skills, believes that all students and teachers should be held to the same high expectations and follows through with consistent and fair consequences for non-compliance. We have identified key staff and have formed a team that has worked diligently to categorize critical issues impacting the future success of our school. These key members have looked at campus climate and performance and have determined that school climate with student and staff accountability are key to any restructuring efforts. We currently do have pockets of success within Social Studies and English Language Arts, however, have experienced overall ratings well below state averages in Math and Science. This year's preliminary scores show that we are down 5 points in ELA, maintaining at 58 in Math, 7 points down in Social Studies, but up 12 points in Science. We did some initial job embedded professional development in Science this past year and these results indicate that the overall plan we are submitting will bring forth the desired results of school improvement. The plan we are submitting herein is built upon embedded staff development throughout curriculum areas with rewards for participation correlated to growth in student achievement. Through inclusive analysis we have determined that we should choose the transformation model for school reform. We currently use TEKS as our curriculum base and Cscope to support curriculum alignment maintaining scope and sequence. We have identified significant holes in the curriculum however that point toward a need for additional supportive materials. Furthermore an examination of our staff capacity beyond highly qualified attainment has revealed a need for content based expansion in knowledge levels thereby building capacity of our instructional personnel. Additionally, we have evaluated our current family involvement activities and acknowledged a need to develop an ongoing mechanism for family and community engagement through updated community and family events, workshops, and resources. We will establish flexible access to technology facilities available on campus for credit recovery or acceleration. We also recognize currently that there is no structure or accountability for students making up hours and that the rigor for instructional materials is lacking campus wide. Immediate reform will be in place with rigidity to adherence with state law on the awarding of credit for all classes. We will also engage in finding contracted services to begin Supplemental Educational Services to fill in the missing foundational concepts many of our students have falled to obtain through regular class instruction. We are proposing a rigorous, transparent evaluation system for all staff members on the campus and are establishing response to intervention strategies for students. We look forward to engaging in Positive Behavior Supports and learning how to best meet the needs of our students while empowering our staff with the necessary skills for appropriate teacher/student interactions. Our overall goal will be to increase the capacity of our staff while embracing skills and

knowledge to empower our students and propel them toward future success.

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Ту	pe of School	PK	К	1	2	3	4	5	6	7	8	9	10	11	12	Total	
Pul	olic School											162	161	154	138	615	
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Sec	tion B: Data	Complete State (School)	Marie Care	elan Jersenger regres er		market principality		Anna Berlin, reside un bien		ST STATE OF STREET			· · · · · · · · · · · · · · · · · · ·				
1	504, Behavio	r Inter	vention	Servi	ces, Co	unselir	ng Serv	ices -	Looked	at Att	endano	ce reco	rds, Dis	scipline	Referi	rals	
2	Dyslexia, ESL	., Gifte	d/Taler	nted S	ervices-	Looke	ed at LF	PAC, Re	emedial	Progr	am, St	udent S	Service	s Reco	ds		
3	Discipline Ma	nagem	ent - C	DAEP, I	Drop Ou	ıt reco	rds, Di	scipline	referr	als, IS	S place	ments					
4	Migrant, Preg	nancy	Relate	d Serv	ices, So	cial Se	ervices	Refe	rrals, C	rop O	ut reco	rds, Co	unselin	ıg reco	rds		
5	Special Educa	ntion –	Basic,	ILS, R	elated s	Service	es, Spe	ech, Tr	ansitio	n -PLA	FFAL s	tateme	nts, LR	E, Refe	errals		
6	Technology-	Integra	tion, A	ccess	- Profe	ssional	Devel	opment	t, Lesso	on Plan	ıs, Surv	veys, w	ork ord	iers, p	urchas	es	
7	Transportatio	n, Chile	d Nutri	tion, H	iealth S	ervice	s – Sup	port R	ecords,	Surve	ys, Me	nus, Te	elephor	ie Logs	•		
8	Facility - Clea	nlines	s, Main	tenan	ce, Gro	unds U	pkeep,	Securi	ty – Ma	aintena	ance re	cords,	work o	rders,	safety	policy	
9	AP – Dual Cre	edit – C	Cost, A	ccess,	Standa	rds for	enroll	ment, s	tudent	record	ls, AYP	, AEIS,	TAKS,	Stude	nt repo	ort cards	
10	Core Classes	- High	ly Qual	lifled, l	Professi	onal D	evelop	ment, /	Attenda	nce re	cords,	College	e entra	nce ex	ams, D	rop Outs	

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School Years 2010-2013

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County-District	No

Amendment No.

Texas Title I Priority Schools Grant

Schedule #48—Program Description

Part 1: Comprehensive Needs Assessment Cont.

of TEA.

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

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

In our comprehensive needs assessment we first trained all staff members on what to look for and how to investigate each program, curriculum or services. We gathered data, made a one sentence statement as to what the data was telling us, then reported on the positives of the data and the concerns or weaknesses of the data. If there was a weakness identified then we stated an action for that weakness. Then we made a statement "Therefore we will" and we listed the changes we needed to see. After that we prioritized our needs. We used "SWAT" and listed Strengths -Weaknesses with Actions - Threats. The threats were those things that we felt would keep us from being successful. These were the items that we decided we must take action on. We collected data from a variety of sources that could be analyzed for the purpose of developing goals and strategies that addressed identified needs. We began at the classroom level with teachers and identified objectives and strategies for individual teachers or team use. Then we identified specific student needs. We acknowledged specific teacher and staff professional development opportunities. The classroom teachers, lead teachers and vertical content teams were responsible for these events. Next we went to campus level planning. We included department heads, parents, community members, and administration. The purpose of this was for campus planning and goal setting, objective and strategy development, identification of programs, grade levels, content areas, and classroom concerns that impact student success. The next step was to move to the district level and have input on district planning, goal setting, objective development, identification of potentially at-risk campuses and departments, and identification of district staff development needs. This involved all stakeholders, district personnel, and community members. After the identification of specific needs we then formed a transformation team from the high school. The first couple of meetings of the transformation team were just with a chosen group of campus leaders. The Department heads and the UIL coordinator with a counselor and assistant principal participated. The Executive Director of Curriculum, Instruction, Assessment, and Federal Programs as well as the Superintendent of Schools facilitated the meetings. We are now at the point where we are going to invite community and parent members to join our planning sessions. The transformation team has identified School Climate as the number one area needed for improvement and campus leadership as the second key ingredient. We identified needs of the campus, analyzed models for change, identified components of the grant, voted on the model of intervention we would commit to, brainstormed solutions to the problems we stated. We are now in the process of analyzing additional data and gathering information from other schools that have the same demographics and components that we do. We are looking at student populations as well as sub populations. We will continue to meet weekly and each member is given an assignment during the week on additional data that we need to gather to examine. Each week we build on the information we have already gathered. We began with a few details of change that we could hang on to and now have a course that we have identified that we must take. We are refocusing at this point on the universal belief that we need this innovation. We have collaborated and relied on the cooperation of others regarding this change. We understand the consequences of this action and are planning for those that do not see a need for change. We will continue to look back at the relevance of information gathered and on the evaluation of outcomes including performance and competencies and the changes warranted. Many of the personnel are uncertain about the demands this innovation might take, about the inadequacy of their knowledge and capacity to meet the demands, or their role in this change process. We plan to address the changes on an individual or group basis as needed. We know that we will have to step by step move to a greater understanding in relation to the structure of the organization, decision-making and consideration of potential conflicts with existing structures or personal. Next we plan to raise a general awareness of the innovation and interest in learning more about the details of the process. We have presented our plans to the school board and to the current staff of the school. We have shared the general characteristics of the plan, the effects of the change and the innovations we plan to undertake. We are planning knowing that not all will be on board and are looking out for the stages of concern that could possibly become hurtles to success. As the process continues we will, when appropriate, call a town hall meeting at the high school for parents, students, community and staff members to create a vision for the future. As a transformation team we understand that for successful change the principal is the primary catalyst and facilitator to the process. We are advertising at this time for a new instructional leader that can assume the role and responsibilities of change for our school. We understand that this will be a time consuming process but are committed to moving forward for the future of our students and community.

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Part 1: Co	omprehensive Needs	Schedule #4B—Program Description Assessment Cont.	
Section D	: Groups of Participant	s Contributing/to Contribute to Needs Asse were involved in the process.	ssment Process, ensuring
1		ndividual identification of needs	
2	Department lead teache	rs for a comprehensive look at the details	
3	Vertical teams for alignm	nent and focus in scope and sequence	
4	District level for a overa	Il view of the big picture	•
5	District advisory team fo	or community and stakeholder response	
6	Transformation team for	a focused analyzes of the problems	
7	Extensive research dig t	o establish course of action by team	
8	Transformation team wi	h parents and community for a global approach	to change
9	School board of trustees	for common goal and commitment to change	
10	School staff, parents, st	udents and community members for a catalyst to	propel us to a new horizon

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Texas Title I Priority Schools Grant
Schedule #48—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 (Aual 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!

We will use coordinated services in order to meet the requirements of this grant and to build the capacity of our entire program. The coordinators of the grant activities will be the Executive Director of Curriculum, Instruction, Assessment and Federal Program, the Ex. Director of Business, The Ex. Director of Humans Services and the Superintendent of Schools. The Executive Director of Curriculum has 17 years experience in education with the last 6 being in an administrative role. She has been a grant writer and grant administrator for the last 5 years. She has also served as a Federal Programs Director therefore compliance and reporting requirements are something she is very familiar with. Due to the nature of her current position she has the ability to put together the bigger pieces of the picture to form a unified endeavor to campus and district reform. The Executive Director of Business has been in the district for 4 years. She understands the components of budget planning and finance and will lead the district through the acquisition of materials and resources as outlined in the grant budget. She has had a career in business management and accounting for the last 17 years. Assisting her in the business department is the Senior Accountant. She has 17 years experience and has worked in every capacity in the business department. She understands expenditure reports and will help in planning for the budget controls of the campus. The Executive Director of Human Resources has been in the district for 12 years and has served as an administrator for the last 6 years. She has worked with special populations of students for several years and will assist in the area of related services support. The Superintendent of Schools has been in the district for 37 years. She has served as a Gifted/Talented Director, a Curriculum Director and now serves as the Superintendent. She has written many grants and has been responsible for the implementation of grant activities. She is fully behind the components of this grant and looks forward to assisting the campus in all aspects of reform. Three of the four are long term resident of the community and understand the culture of change that will be required for complete and successful school reform.

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Texas Title I Priority Schools Grant
Schedule #48—Program Description

Part 2: Project Management Cont

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

Resource:Management: - Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement interventions

We met as a district in budget planning process beginning early in March each year. We conducted extensive comprehensive needs assessments and brought information to the Campus Advisory Teams as well as the District Advisory Teams. We use planning amounts to allocate resources based on identified needs and accountability/at-risk indicators. Each year the campus meets to discuss at-risk populations, local accountability, state level accountability, and Adequate Yearly Progress from a Federal Level of accountability. The resources are then allocated based on those projections of needs. All campus and district level teams have parents, business members, and community members who serve and discuss the needs of the school with school personnel. Each campus must have Directors or Executive Directors sign off that the budget allocations are meeting the intent and purpose of the individual fund sources. This coordinated effort allows all resources to be aligned to meet the needs of the campus and district in providing services for all student populations. Currently CTE funds are being used to promote the efforts within the Career and Technology career clusters. State Compensation funds align to the needs of at-risk students and funds are allocated to meet specific identified needs. Federal monies meet the needs of at-risk populations as well, however our at-risk populations are well above the norm. Our AEIS report shows that 92.1% of the population is Hispanic with the median income for families being at 22,375 in 2000. 29.8% of the population makes less than 15,000 and new at-risk data show that we have 68% of our students at-risk. Our graduation rates have fluctuated between 72% up to 84.1 %. We have retention rates slightly higher than the state average and Carrizo Springs CISD is the only school district in Dimmit County. We have had to maintain and align all resources for an extended period of time to have the pockets of success that have contributed to the overall rating of Acceptable. We will continue to allocate local and state revenues to maintain efforts and will expend federal monies for supplemental services. We ensure all grant monies from the Texas Title I Priority Schools Grant will be appropriately designated to supplemental services.

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smaller than 9 point (Arial or Verdan	a): A will structure and implement an individual or o	office with recognitibility for
supporting the campus school impro		Mice With responsibility for
The district will structure the reform	efforts through the Curriculum, Instruction, Asse	ecement and Federal Programs
Department They will avail themsel	ves at all times to the high school in meeting the	e components of the grant and in
	mented in a timely manner. The Executive Dire	
weekly transformation team meeting	s and will address issues and concerns as they o	come up. The Director will be the
District contact to the School Improv	rement Resource Center and will attend trainings	as appropriate. The grant
components will be identified and a t	imeline created to align all requirements with sp	ecific formative evaluations in the
monitoring of the reform efforts. The	ese formative evaluations of curriculum will be d	one through the curriculum
department while formative evaluation	ons of staff will be carried out through the huma	n resources department. The
human resource department will also	assist the campus administrator in developing i	multiple observation based
assessments to gauge teacher impro	vements and to formulate professional develops	nent plans.
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Section A: LEA (District) Capacity	y Responses are limited to one page each ; fron	t side only, with a font size no
External Providers Describe how	v the LEA will recruit/screen, and select/externa	f providers to ensure their quality:
The first aspect of finding external purchase what providers we need. First we will demographics that are performing all academic success. Next we will contreferences of those providers. We will provide and the contact information district found their services to be wathrough in interviewing for profession looking for a particular type of service After we have interviewed the compart of the weak provided as a particular type of service. We believe that the only way to working with our students, leading of this brings about a total understand	artners deals with the actual comprehensive need ill look at the needs of the campus. We will contitude the levels where we want to be and ask about how tact various providers who have services which will want to know who have they contracted with on for the references. We will contact the reference rranted and of significant benefit for the districtional development services that we began in December and through various interviews found a company we will set forth specific expectations as to whave effective professional development is without teachers through new instructional practices, ing of the constraints we are under. It also allows	eds assessment which will identify tact other high schools with similar they accomplish the task of we are looking for. We will ask for before, what services they nees to ascertain whether the. This is the process we went ember at two campuses. We were any that provided excellent services, what we are seeking the company to the providers in our building, and using our existing materials. We our teachers to see others using

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	Schedule #48-Program Description	
Part 3: Intervention Model		
Section A: Intervention Model Se		
Intervention Model to be Implem	n ented — Indicate the model(s) being <i>considered</i>	by the LEA/campus for
provided by the TEA-funded School	ne:LEA/campus:will-participate in the TEA-Approv Improvement Resource:Center or the LEA/campu	@G Model with Technical Assistance.
intervention design within the requir	ements of the grant program.	
☐ Turnaround		
☐ Closure		
Restart		
x Transformation		
Tier III Modified Transformation		
x TEA Designed Model with Technica	Assistance Provided by the School Improvemen	t Resource Center
x Supplemental Education Services ((SES) incorporated into the intervention model	
Note: Applying to implement the TE Resource Center in no way implies or	A Approved Model with Technical Assistance Prov guarantees funding.	ided by the School Improvement
☐ The LEA/campus will implement i regulations released by USDE	ts own intervention design, within the parameter	s required by the final federal
Schedule #4B—Program Descripti	ion, Part 3, Intervention Model, continued o	n next page

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

Part 3: Intervention Model

- Section B: Model Selection Process—Describe in detail: 1: The process the LEA and campus followed/will follow to select asschool 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 (Ariai or Verdana).

The very first thing that we did was use the Campus Advisory Team to conduct a comprehensive needs assessment. The next step we took was to form a team that would look at the grant and the requirements of the various models. We watched all the webinars offered on the TEA grant website. We also went online to gather all the information about the various models. We examined the components of the models. The first one we looked at was the closure model. We are a rural school that provides an educational experience for 2400 students. It would be inappropriate for us to consider a model that would have such a negative impact to our community. The next model we looked at was the restart model. Again, this led us to consider the impact to our community. We could not see another group coming in to take over our schools and run them any better than we do. We have a tremendous community pride in the schools and want to do something better for our students. We then did a side by side of the turnaround model and the transformation model. The turnaround model characteristics are that all students are experiencing low achievement/graduation rates. We do have pockets of success so this really did not address our district. The next thing we looked at was the transformation model and the first characteristic was that select sub-groups of students were experiencing low performance. We actually have select sub-groups experiencing low performance so we believed that this fit our circumstances. Then the turnaround model stated that students were experiencing low-achievement in all core subject areas. Our ELA and Social Studies scores have been high 80's for a while now. It is only the math and science scores in which we have struggled. This indicator led us back to the transformation model with only select subject areas experiencing difficulty. Then we looked at school capacity. The first requirement was that we have a strong existing or readily available administrator. We currently do not have a strong instructional leader. This has led us to choose to begin a search for a high school principal. We have the position advertised on the front page of the web and on the TASA career site. We do however have pockets of strong instructional staff and we have selected many of these individuals to serve on this reform team. The evidence of strong instructional staff is also articulated in the transformation model. The one thing that we have considered is the evidence of negative school culture. This is actually only delineated in the turnaround, restart, and closure models. This is one of the number one problems identified on the campus. However, when we looked closer at the turnaround model it would require us to replace 50% of the staff. We struggle to fill one or two positions each year with highly qualified staff. We cannot imagine what it would take to fill half a campus in a rural area with highly qualified staff. The majority of the staff members only have a bachelor's degree and we really feel like they would benefit from job-embedded professional development. At this point the team decided that the proper model for us to embrace would be the transformation model and we are aware of the required activities in this model. We did consider the modified transformation model available to schools in Texas. We have concluded however that the current campus administrator is not being effective in their leadership role so replacement of that leader is a necessary component of our school reform. We are looking at immediate implementation as the team believes that the school cannot go another year without comprehensive reform. We want to increase the effectiveness of teacher and campus leaders to improve instruction through targeted professional development. The timeline we have followed is listed below -

- 1. We began the process of comprehensive needs assessment on April 13th
- 2. We filed the RFA on April 27th
- 3. We chose the team of 5 teacher leaders for reform efforts
- 4. We chose two campus auxiliary staff to assist with reform efforts
- 5. We chose designated District personnel to implement this reform movement
- 6. The campus administrator was notified on April 30th that she would be reassigned
- We examined each staff member and placed them in an area where they were highly qualified based on

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Texas Title I Priority Schools Grant

Schedule #4B-Program Description

Part 3: Intervention Model

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

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- 8. The district began advertising for a high school principal on April 30th
- 9. We met as a team on May 4th for two hours
- 10. We reviewed the application
- 11. We watched the webinars and read information on the TEA site
- 12. We listed all the concerns for the campus
- 13. We listed the strengths of the campus
- 14. We then concluded that there were weaknesses and we identified actions that we could take
- 15. We then looked at threats to the success of the campus. The number one threat to the campus was school climate and the second threat was the lacking of a highly qualified instructional leader.
- 16. We then took individual assignments on additional information we would gather and began to investigate other campuses that were either 2 or 3 A and were successful
- 17. We met again on May 11th and reviewed the information we had gained from other campuses
- 18. We articulated concerns to the superintendent
- 19. We looked at various character education and teen leadership models.
- 20. We reviewed the TTIPS GRANT models and began to think about the characteristics of each model
- 21. We assigned additional assignments to each team member and went out to gather information
- 22. We met again on May 18th for an extended period of time.
- 23. We added additional concerns that members had.
- 24. We voted on the models and definitely decided that the transformation model fit the needs of Carrizo Springs
- 25. We articulated this to the superintendent
- 26. We reviewed a powerpoint presentation that was to be presented to the board of trustees at the meeting that night
- 27. We articulated our choices to the board members
- 28. We added community members to our group
- 29. We brainstormed parents and students we could solicit to join us
- 30. We reviewed section 4B of the grant application and began to formulate our answers to the questions
- 31. We reviewed the job embedded professional development that we had begun in the 2009-2010 school year. We established a list of new areas of professional development on which we need to focus
- 32. We have looked at whether we would seek immediate implementation or extended implementation. We decided that our students deserve our best and that we cannot wait for implementation.
- 33. We discussed professional development that would have to take place this summer.
- 34. We created a plan for the completion of the grant application

- 35. We assigned team members to invite the parents and students to join our next meeting
- 36. We assigned team members to investigate Supplemental Education Services
- 37. We looked at how to incorporate the SES into the transformational model
- 38. We talked about the Positive Behavior support interventions and we agreed that no one had any information about this. We went online and found out that this information directly aligned to the identified needs of the campus.
- 39. We agreed that Behavior is functionally related to the Teaching Environment. We looked at a structural analysis and knew that we needed to address Classroom Set-up and Structure, Context Specific Activities, Instructional delivery and tasks, and student behavior. We have really bought into the concepts of Positive Behavior Support Interventions
- 40. We visited with the human resources department to talk about the evaluation systems of teachers and administrators and how we can enhance that process.
- 41. We then looked at the overall timeline of the Texas Transformation Project and we are committed to this total implementation for the 2010-11 school year
- 42. We met again May 24-28 with all members including parents and students and wrote the remaining portions of the grant application.
- 43. We presented additional information about SES
- 44. We reviewed additional information about PBS
- 45. We reviewed additional concerns brought forth by the transformation team members
- 46. We articulated concerns to the superintendent
- 47. We are continuing to monitor the applications submitted by individuals for the principal position
- 48. We will schedule a June meeting time to discuss the professional development plan and acquire services from identified provides
- 49. We will attend appropriate training on July 12-15th
- 50. We are creating a 90 Day action plan
- 51. We will complete a district snapshot
- 52. We will look at the means by which to provide enhanced social services support
- 53. We will complete an evaluation tool for teacher assessments beyond the current walk-through system, and PDAS
- 54. We will schedule the bi-weekly meetings to take place on Wednesday afternoons at 4:00 beginning August 4th

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All and the second		Schedule #4B—Program Description	
Dart 2 To	tervention Model		
Section C	Groups of Participant	s - List the groups of participants who will active sto the identified needs of the campus.	ly assist in the process to select a
1	Team of 5 teacher leade		
2	Team of 2 Auxiliary staf	members from the campus	
3	The Executive Director of	f Curriculum, Instruction, Assessment, and Fede	ral Programs
4	The Superintendent		
5	The Board of Trustees		
6	Two community membe	rs	
7	Three Parents of studen	s from the campus	
8	Four students from the o	campus	
9			
10			

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effective, and indicate the beginning and ending date of the activity.

1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math

A. Data-driven instruction

B. Curriculum Alignment (both horizontal and vertical)

C. On-going Monitoring of Instruction

2 - Increase the Use of Quality Data to Drive Instruction

A. Data Disaggregation/Training

B. Data-driven Decisions

C. On-going Communication

3 – Increase Leadership Effectiveness

A. On-going Job Embedded Professional Development

B. Operational Flexibility

C. Resource/Data Utilization

4 - Increase Learning Time

A. Flexible Scheduling

B. Instructionally-focused Calendar

C. Staff Collaborative Planning

5 - Increase Parent/Community Involvement

A. Increased Opportunities for Input

B. Effective Communication

C. Accessible Community Services

6 - Improve School Climate

A. Increased Attendance

B. Decreased Discipline Referrals

C. Increased Involvement in Extra/Co-Curricular Activities

7 - Increase Teacher Quality

A. Locally Developed Appraisal Instruments

B. On-going Job Embedded Professional Development

C. Recruitment/Retention Strategies

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

Part 3: Intervention Model
Section D: Improvement Activities and Timeline (cont.) Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
C	Emphasis on direct instruction in the reading and writing skills needed to perform more complex literacy tasks	Improve Student Achievement in Reading/ELA	National Institute for Literacy	8/24/10	5/28/13
В	Alignment of curriculum to meet TEKS objectives at appropriate grade levels and manipulatives should be used as an effecter of understanding and applying mathematical principles, not efficient computation.	Improve Student Achievement in math	National Council of Teachers of Mathematics	8/24/10	5/28/13
В	40% hands-on laboratory experiences to enhance student understandings of processes	Improvement Student Achievement in Science	National Research Council	8/24/10	5/28/13
В	Change in TEKS and EOC exam need further exploration of alignment	Improvement Student Achievement in Social Studies	Texas Regional Collaborative	8/24/10	5/28/13
A	Improvement in Science and math student achievement Probeware must be used to ascertain certain concepts in Math and Science	Improvement in Science and math student achievement	International Society for Technology in Education	8/24/10	5/28/13
А	Provided SES Services for students failing to make progress	This will enable students to attain their specific achievement goals	Texas Schools Project	8/24/10	6/1/13

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Part 3; Lill	ervention Model Improvement Activities	and Timeline (cont.)			and or sty
Critical Suc	cess Factor 2: Increase	the use of Quality Data to I	Drive Instruction	<u> </u>	
				Timeline	Timeline
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Begin Date	End Date
A	Contract with Region 20 to use Aware Premium Edition	Increase in use of Data to drive instruction	Eduphoria	8/1/10	6/1/13
В	Use Aware Custom Forms	Identifying the support, materials, and training needed to successfully implement data-driven decision making schoolwide or districtwide	The Center for Comprehensive School Reform and Improvement!	8/1/10	6/1/13
С	Bi-Weekly meetings	Increase in communication for implementation and school reform	The Center for Comprehensive School Reform and Improvement!	8/4/10	6/1/13

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Schedule #4B—Program Description

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success	Factor 3: Increase Lead	ership Effectiveness

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Α	Aware Professional Development for all campus administrators	Data Disaggregation is critical to the success of the campus	Learning Point Associates at the North Central Regional Educational Laboratory	8/1/10	6/1/13
A	Rapport leadership Academy for all campus administrators and Leadership	Performance-based training involving interactive and experiential processes that have proven to improve performance immediately and for the long-term. Through the intensive leadership classes, organizational performance workshops, and coaching programs, the students reap the rewards of greater productivity, growth, and profitability.	Rapport Leadership International	8/1/10	6/1/13
A .	Servant Leadership Training	Servant-leaders achieve results for their organizations by giving priority attention to the needs of their colleagues and those they serve. Servant-leaders are often seen as humble stewards of their organization's resources (human, financial and physical).	Robert Greenleaf is the chief researcher. Matt Stephen has done research and will be presenting the information to all instructional leaders	8/1/10	6/1/13
C	Data Utilization in reference to RTI processes through Student Progress monitoring	The rational is that rather than guessing whether a student has made adequate progress on a particular skill you would be collecting systematic and data and would have instructional decisions based on comprehensive data	The National Center on Student Progress Monitoring	8/1/10	6/1/13

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accountable for classroom

work missed due to

excessive absences

graduation completion

rates.

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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
Α	Recruit and organize parent help and support	When the parents are directly involved they will have a greater understanding of the components of education	The National Center for Public School Improvement - Project Appleseed	8/1/10	6/1/13
A	Help all families establish home environments to support children as students – Provide evening workshops	Understanding and confidence about parenting and adolescent development	The National Center for Public School Improvement – Project Appleseed	8/1/10	6/1/13
A	Conference with every parent once each semester to provide input as to students progress	Clarity of information is critical to high school success and some parents may not be receiving accurate data or understand the communications we are sending	The National Center for Public School Improvement – Project Appleseed	8/1/10	6/1/13
С	Hire a certified social worker	To connect parents and students with necessary social services for community involvement	The National Center for Public School Improvement - Project Appleseed	8/1/10	6/1/13
В	Organize parent resource area	Provide information and ideas to families about how to help students at home with homework and other curricular-related activities, decisions, and planning	The National Center for Public School Improvement – Project Appleseed	12/1/10	6/1/13

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Texas Title I Priority Schools Grant ' Schedule #48—Program Description

Part 3: Intervention Model
Section D: Improvement Activities and Timeline (cont.)

	Critical Succes	ss Factor 6:	Improve	School	Climate
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CSF	Additional Improvement	Rationale /	Supporting Research	Timeline Begin	Timeline End
Milestone	Activity			Date	Date
В	Positive Behavior Supports training	Improving student academic and behavior outcomes thus ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible.	OSEP Center on Positive Behavioral Intervention & Supports	8/1/10	6/1/13
A, B	Capturing Kids Hearts	Develop safe, trusting, self- managing classrooms	The Flippen Group, Character Education Partners in Education	5/15/10	6/1/13
А, В, С	Teen leadership through Flippen Groups	Develop a healthy self-concept, healthy relationships, and a sense of personal responsibility. Understanding Emotional Intelligence and the skills it measures, including self-awareness, self-control, self-motivation, and social skills. Bullding skills in public speaking and communication as well as an understanding of personal image	The Flippen Group	5/15/10	6/1/13
A	Creating the Capacity for Change	We need to stop thinking as the owners and operators of schools, and start thinking of themselves as the educational facilitators overseeing and managing a portfolio of individual students toward overall success	Journal of Research in Professional learning	8/1/10	6/1/13
А, В, С	6 + 1 Strategies and an Attitude for Becoming a Great High School	We must make effective classroom instruction and assessment the focus of high school reform efforts thereby improving instructional capacity and obtaining high performance standards for all students	Journal of Research in Professional learning	8/1/10	6/1/13
А, В, С	Peer Coaching	90% of students will transfer a new skill into their practice with theory and demonstration and practice within training, feedback and coaching. Students understand the language of the peer	The National commission on Teaching and America's Future	8/1/10	6/1/10

C, A	Athletics	Creation of Athletic period within school day to increase the participation continuation from junior to high school. Recruitment from newly hired athletic director.	The National Center for Education Statistics - Indicators of successful participation in school include consistent attendance, academic achievement, and aspirations for continuing education beyond high school.	8/1/10	6/1/13
А, В, С	Teen Leadership Summit for Students	With the shifting demographics and social/economic issues it is critical that we empower our youth to handle themselves in an ever changing global society with the additional demands for effective leadership	International Youth Development Council	8/1/10	6/1/13

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Schedule #4B—Program Description

Part 3: Intervention Model

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

Critical Success Factor 7: Increase Teacher Quality

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A	Professional Development for use of Probeware	Improve understanding of Science State Standards	National Science Teachers Association	8/1/10	5/27/11
Α	Professional Development for use of Probeware	Improve understanding of mathematics State Standards	International Society for Technology in Education	8/1/10	5/27/11
A	Content Professional development in Science	Improve understanding of Science State Standards	National Science Teachers Association	8/1/10	5/26/12
Α	Content Professional development in math through Agile Minds	Improve understanding of math state Standards	Charles A Dana Center	8/1/10	5/26/12
A	Conduct professional development on response to interventions	Improving overall performance of students in all content areas	National High School Center	8/1/11	6/1/13
С	Monitor instructional effectiveness	Building on student understandings to impact Student growth	American Association of School Administrators	8/1/10	6/1/13
С	Increase rigor and substance of Walk-through documentation	Improve student performance through monitoring of teacher instruction	American Educational Research Journal	8/1/10	6/1/13
В	Set up a specific Staff Development Award System tied to student performance	Immersion strategies involve having teachers actually doing core subject instruction so they may refine the use of instructional strategies thus impacting student performance	Southwest Regional Educational laboratory at Edvance Research	8/1/10	6/1/13

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Part 4: Waiver Requests		
	which the LEA/campus intends to implement.	
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This waiver extends the "life' for three years to the LEA on implementation of the grant		mpus meets the requirements of
	Stedrand received a walver of the parod of avail runds, this walver automatically applies to all LE	
implementing a turnaround o Under this waiver, the LEA wa restart model may have their school improvement intervent be applicable. This waiver all	improvement timeline for Tier I and Tier II Title or restart model. ith an eligible Tier I or Tier II campus implement School Improvement status reset regardless of tions, such as School Choice and Supplemental allows the campus two years to effectively implement additional statutory school improvement inte	ting the turnaround model or the actual AYP status and other Education Services (SES) would not nent the selected turnaround or
40 percent poverty eligibility This waiver allows a Tier I Tit	program in a Tier I or Tier II Title I participating threshold. The I campus that otherwise does not qualify to one the Tier I reform model selected.	
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Schedule #4C--Performance Assessment and Evaluation Rart 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; Arialion Verdana)

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

Formative evaluation is typically conducted during the development or improvement of a program and it is conducted, often more than once, for in-house staff of the program with the intent to improve. The reports will kept for improvement in order to see how far we have come in meeting the goals of school reform. The purpose of formative evaluation is to validate or ensure that the goals of the instruction are being achieved and to improve the instruction, if necessary, by means of identification and subsequent remediation of problematic aspects. We will be looking at our progress monitoring evaluations and our benchmarks to mark the level of performance throughout the instructional program. Since many of our reform measures deal with student accountability and attendance issues we will discuss the goals and look at performance measures of each at the bi-weekly meetings. The goal will be to correct pathways in students' performance before they impact grades or credit attainment. Formative evaluation is a process of ongoing feedback on performance. The purposes are to identify aspects of performance that need to improve and to offer corrective suggestions. Sharing the observations and perceptions with the student and parents will be critical. We must change the direction by which we are allowing students to have the idea that it is okay to be absent or tardy because they will be forgiven and there will be no consequences. Formative evaluation need not make a judgment however it does require alternative actions where needed to correct the pathway that you are headed down. When giving formative feedback, offer some alternatives to the student, however compliance with the mission and vision of the school will be non-negotiable. When we observe unsafe or questionable practices, we will address those directly and immediately with the student. We will form a discipline committee, a dress code committee, an attendance committee and an academic committee and each will be charged with full implementation of all grant components.

Project activities- Bi-weekly meetings – all aspects of compliance with grant

Project partners- Meet quarterly – Collaboration with compliance and goal setting

Communication with Management – Daily if needed – No area of compliance or school reform not applicable

Participatory Involvement - Daily - Principal, teachers and students continuous involvement - Parents as needed

Professional Development – Ongoing – Based on needs – Job embedded – campus based

Level of Services- Ongoing - All students, staff and administrators will be involved to facilitate change

Targeted Population - Ongoing - Entire campus

Curriculum/instruction – TEKS with Cscope as supplemental. Additional curriculum sources will be utilized

Strengths and Weaknesses — The strength of our project design is that we have a core group of individuals who have identified the problems and are committed to change. The Weakness is that we currently do not have a campus administrator to take on the role as a highly qualified disciplinarian with strong instructional convections.

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Schedule #4C-Performance Assessment and Evaluation

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

Section C: Qualitative and Quantitative Data collection Methods: Describe the LEA/campus' process for data collection methods to be implemented and it) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results.

Action Research is a model of data collection with qualitative and quantitative results that promotes collaborative inquiry, reflection, and dialogue. Within the action research process, educators study student learning related to their own teaching. It is a process that allows educators to learn about their own instructional practices and to continue to monitor improved student learning. We plan to integrate action research into the grant activities and then have these components activate changes necessary to move the school forward. The idea of action research is that educational problems and issues are best identified and investigated where the action is: at the classroom and school level. By integrating research into these settings and engaging those who work at this level in research activities, findings can be applied immediately and problems solved more quickly. Therefore action research will be the basis of a continuous and reflective process where our teachers and administrators will make instructional decisions in the classrooms based on student needs reflected by classroom data. The action research process we will follow involves four phases: identifying a classroom problem, developing and implementing an action research plan, collecting and analyzing data, using and sharing results. Action Research will provide teachers and administrators with an opportunity to better understand what happens each and every day in our school. This process establishes a decision-making cycle that guides instructional planning for the school and individual classrooms. Creating the need for research and establishing an environment for conducting classroom action research is the responsibility of a school administrator. The principal once hired will be supported by the central administration in order to have this crucial component for sustained student learning. This support will be ongoing as the principal should ensure the following components are established to promote an effective learning environment for the high school. We will provide sufficient and consistent opportunities in the school day for collaborative action research (studying, analyzing student work, dialoguing collaboratively, and analyzing student data to make instructional decisions). We will build a support system for teachers through a coach or knowledgeable person(s) of the action research process, student learning, and instructional practices. We will set high expectations for faculty and students. We will create a professional library housing professional literature, assessment tools, and other instructional resources for faculty. We will plan several sharing sessions for faculty to present their action research and findings throughout the year. We will encourage all staff to participate, including the principal and assistant principals as well as central administrator and all will share in the ownership of school reform. The support for continuous learning of all within the school is the most important task of the leadership within a school. Trust and collaboration are critical components of a school that seeks to embark on problem-solving instructional dilemmas through action research. Once a climate of mutual trust and support has been established, the administrators continue to support this critical process of action research through their knowledge, organization and management, and continuous alignment and support of teachers throughout the action research process.

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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).

The first step in developing performance objectives and goals was to involve the people who are responsible for the work to be measured because they are the most knowledgeable about the work. This included the members of the transformation team as well as other non-core subject area representatives. Once we identified the individuals we then went through the following process.

- We identified critical work processes and desired outcomes
- · We identified critical results desired and aligned them to the state and federal expectations for accountability
- · We developed measurements for the critical success and articulated desired results
- We established performance goals, standards, and benchmarks

The establishment of performance goals that could be specified were identified within these three primary levels

- Objectives: Broad, general areas of review. These generally reflected the end goals based on the mission and vision we established
- Criteria: Specific areas of accomplishment that satisfy major divisions of responsibility within the organization
- Measures: Objectives designed to drive improvement and characterized progress made under each criterion. These were specific quantifiable goals based on individual expectations.

We then used the SMART test which provided us a quick reference to determine the quality of a particular performance objective

S=Specific: Clear and focused to avoid misinterpretation. Should include measure assumptions and

definitions and be easily interpreted.

M= Measurable: Can be quantified and compared to other data. It should allow for meaningful statistical

analysis. We avoided yes/no measures except in limited cases such as start-up situations.

A=Attainable: Achievable, reasonable, and credible under conditions expected

R= Realistic: Fits into the high school's constraints and is cost-effective

T= Timely: Doable within the time frame given

We used quality performance metrics thereby allowing for the collection of meaningful data for trending and analysis of rate of change over time. This will include by not be limited to the standards that may come from either internal or external sources and may include progress monitoring and benchmarks. Before each performance assessment or goal was written or selected we identified a clear purpose of the goal. The goals were broad statements of expected student outcomes and objectives divided the goals into observable behaviors. We then made statements of goals and accompanying objectives that were clear and focused for both instruction and assessment. We determined which objectives and goals reflected knowledge and information that was worthwhile for student performance. We recognized that both the instruction and the assessment of student learning were intentional acts and should be guided through the planning and implementation stage. The goals and objectives provided a framework for the development of this overall plan. Given the critical relationship between the goals, objectives, instruction, and assessment overall reflection was an important piece for developing the learning outcomes. We believed that the relationship between the given goal and the objectives that describe the goal should be apparent. Therefore there is a clear link between the statement of the goal and the objectives that define that goal. The team believed that writing the goals and objectives appeared to be a simple process at first because they would just be defining the desired student outcomes. However, when we linked all the goals to objectives which lead to assessments that impacted ultimate outcomes that related to scientific based research through school reform, the process became a daunting task.

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N/A

Log

student

3 hours

per week

student

4 hours

per week

student

4 hours

per week

Technology Lab open extended

periods of time

5

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Athletic enrollment

				· · · · · · · · · · · · · · · · · · ·			
8	3	Teen Leadership Summit Training for Students	Rosters	5 students	10 students	12 students	14 students

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Texas Title I Priority Schools Grant Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure 1	Assessment Instrument/ Tool	Most Recent Year Pegrolinance	Year 1 Progress Goal	Year 2 Progress Goal	Yeal 3 Progress Goal
1	Professional Development for use of Probeware math and science	Log	N/A	36 hours	40 hours	44 hours
2	Content Professional Development in Science	Log	N/A	24 hours	30 hours	36 hours
3	Content Professional Development in Agile Minds for Math	Log	N/A	50 hours	75 hours	90 hours
4	Professional Development in Response to Interventions	Log	N/A	24 hours	30 hours	36 hours
5	Monitor instructional Effectiveness – Progress Monitoring	Log	N/A	100 Students	200 Students	300 Students
6	Increase rigor in walk through documentation	Walk through forms	54% each six weeks	90% 6 times	100% 6 times	100% 9 times
7	Staff Development awards system – Core Teachers 50 Hours with 20% improvement	Rubric	N/A	6 teachers	8 teachers	10 teachers
8	Staff Development awards system – Core Teachers 50 Hours with 10% improvement	Rubric	N/A	4 teachers	6 teachers	8 teachers
9	Staff Development awards system Core Teachers 30 hours with no improvement	Rubric	N/A	4 teachers	6 teachers	8 teachers
10	Staff Development awards system Non-Core Teachers 50 hours	Rubric	N/A	15 teachers	18 teachers	20 teachers
11	Staff Development awards system Non-Core Teachers 30 hours	Rubric	N/A	10 teachers	12 teachers	14 teachers

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by telephor	ne/e-mail/FAX on of TEA.	School Years 2010-2013	Amendment No.				
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	Schedule # 4D-	Equitable Access and Participation: Barri	ers and Strated	iles 💮	A SAME		
No Barr							
#		No Barriers	Students	Teachers	Others		
000	The applicant assures that no participation for any groups.	barriers exist to equitable access and					
Barrier:	Gender-Specific Bias				发展数		
#	Strategie	es for Gender-specific Bias	Students	Teachers	Others		
A01		orically underrepresented groups to fully					
A02	Provide staff development or	eliminating gender bias					
A03	Ensure strategies and materi bias	als used with students do not promote gender					
A04	Develop and implement a pla effects of past discrimination	n to eliminate existing discrimination and the on the basis of gender					
A05	Ensure compliance with the range of 1972, which	equirements in Title IX of the Education prohibits discrimination on the basis of gender					
A06	Ensure students and parents	are fully informed of their rights and participation in the program					
A99	Other (Specify)						
Barrier:	Cultural, Linguistic, or E	conomic Diversity					
#	Strategies for Cultu	ral, Linguistic, or Economic Diversity	Students	Teachers	Others		
B01	Provide program information	/materials in home language	.0				
B02	Provide interpreter/translator						
В03	Increase awareness and app a variety of activities, publication	eciation of cultural and linguistic diversity through tions, etc.					
B04	Communicate to students, te appreciation of students' and	achers, and other program beneficiaries an families' linguistic and cultural backgrounds					
B05		involvement/participation in program activities	×	x	X		
B06	populations	effective teaching strategies for diverse		×			
B07	Ensure staff development is:	sensitive to cultural and linguistic differences and					
	communicates an appreciation	n for diversity			<u> </u>		
В08	communicates an appreciation Seek technical assistance fro			Х	X		
B08 B09	communicates an appreciation Seek technical assistance fro	n for diversity m Education Service Center, Technical Assistance					
	communicates an appreciation Seek technical assistance fro Center, Title I, Part A School	n for diversity m Education Service Center, Technical Assistance Support Team, or other provider		×	×		
B09	communicates an appreciation Seek technical assistance from Center, Title I, Part A School Provide parenting training Provide a parent/family center Involve parents from a variet	n for diversity m Education Service Center, Technical Assistance Support Team, or other provider er y of backgrounds in decision making		x x	x x		
B09 B10	communicates an appreciation Seek technical assistance from Center, Title I, Part A School Provide parenting training Provide a parent/family center Involve parents from a variety Offer "flexible" opportunities	n for diversity m Education Service Center, Technical Assistance Support Team, or other provider		x x —	x x x x		
B09 B10 B11	communicates an appreciation Seek technical assistance from Center, Title I, Part A School Provide parenting training Provide a parent/family center Involve parents from a variet Offer "flexible" opportunities activities and other activities	n for diversity m Education Service Center, Technical Assistance Support Team, or other provider er y of backgrounds in decision making for parent involvement including home learning		× ×	x x x		
B09 B10 B11 B12	communicates an appreciation Seek technical assistance from Center, Title I, Part A School Provide parenting training Provide a parent/family center Involve parents from a variet Offer "flexible" opportunities activities and other activities Provide child care for parents Acknowledge and include fant knowledge in school activities	n for diversity m Education Service Center, Technical Assistance Support Team, or other provider er y of backgrounds in decision making for parent involvement including home learning that don't require parents to come to the school participating in school activities nily members' diverse skills, talents, and		x x —	x x x x		
B09 B10 B11 B12 B13	communicates an appreciation Seek technical assistance from Center, Title I, Part A School Provide parenting training Provide a parent/family center Involve parents from a variet Offer "flexible" opportunities activities and other activities Provide child care for parents Acknowledge and include fant knowledge in school activities	n for diversity m Education Service Center, Technical Assistance Support Team, or other provider er y of backgrounds in decision making for parent involvement including home learning that don't require parents to come to the school participating in school activities hily members' diverse skills, talents, and		x x ——————————————————————————————————	x x x x		

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		Equitable Access and Participation: Barrie	ers and Strat	egres		
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		conomic Diversity (cont.)	Students	Teachers	Others	
#		ral, Linguistic, or Economic Diversity for traditionally "hard to reach" parents			X	
B17	 				â	
B18	Coordinate with community of	from business, industry, or institution of higher	 			
B19	education					
B20	effects of past discrimination	n to eliminate existing discrimination and the on the basis of race, national origin, and color				
B 21	Ensure compliance with the n 1964, which prohibits discrim color	equirements in Title VI of the Civil Rights Act of ination on the basis of race, national origin, and				
B22	Ensure students, teachers, ar their rights and responsibilities	nd other program beneficiaries are informed of is with regard to participation in the program				
B23	Provide mediation training on complaints	a regular basis to assist in resolving disputes and				
B 99	Other (Specify)					
Barrier	Gang-Related Activiti	es.				
#		for Gang-related Activities	Students	Teachers	Others	
C01	Provide early intervention.				х	
C02	Provide Counseling.				х	
C03	Conduct home visits by staff.			×	×	
C04	Provide flexibility in schedulin	g activities.	×	×		
C05	Recruit volunteers to assist in	promoting gang-free communities.				
C06	Provide mentor program.		х	×		
C07	Provide before/after school re programs/activities.	creational, instructional, cultural, or artistic				
C08	Provide community service pr	ograms/activities.				
C09	Conduct parent/teacher confe	rences.				
C10	Strengthen school/parent con	npacts.	x	x	X	
C11	Establish partnerships with la	w enforcement agencies.				
C12		er mediation strategies/programs.				
C13	education.	from business, industry, or institution of higher				
C14	Provide training/information t gang-related issues.	o teachers, school staff, & parents to deal with				
C99	Other (Specify)					
T. SALES CO.	Drug-Related Activities			TOWNS OF THE PARTY	NAME OF THE	
#	ļ — — — — — — — — — — — — — — — — —	for Drug-related Activities	Students	Teachers	Others	
D01	Provide early identification/in	ervention.	X	×	X	
D02	Provide Counseling.	Later and the same of the same				
D03	Conduct home visits by staff.					
D04	Recruit volunteers to assist in	promoting drug-free schools and communities.				
D05	Provide mentor program.					

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	Schedule # 4D=	Equitable Access and Participation: Barrie	rs and Strat	egies 🦠	· 第二个字章
Barrier:	Drug-Related Activities	(cont.).	Market Street	Control of the Control	人是强烈的
D06	Provide before/after school r programs/activities	ecreational, instructional, cultural, or artistic			
D07	Provide community service p	rograms/activities			
D08	Provide comprehensive healt	h education programs.			
D09	Conduct parent/teacher conf	erences.			
D10	Establish school/parent comp	pacts.			
D11	Develop/maintain community	partnerships.			
D12		er mediation strategies/programs.			
D13	education.	e from business, industry, or institution of higher			
D14	drug-related issues.	to teachers, school staff, & parents to deal with			
D15	Seek Collaboration/assistance				
D99	Other (Specify)	`			
Barrier:	Visual Impairments : #				ha vota o sa
#	Strategi	es for Visual Impairments	Students	Teachers	Others
E01	Provide early identification a	nd intervention.			
E02	Provide Program materials/in	formation in Braille.			
E03	Provide program materials/ir	formation in large type.			
=0.4					
E04	Provide program materials/in	formation on tape.			
E99		formation on tape.			
E99	Provide program materials/in Other (Specify) Hearing Impairments				
E99	Provide program materials/in Other (Specify) Hearing Impairments	formation on tape. s for Hearing Impairments	☐ Students		Others
E99 Barrier:	Provide program materials/in Other (Specify) Hearing Impairments	s for Hearing Impairments	Students	Teachers	Others
E99 Barrier #	Provide program materials/ir Other (Specify) Hearing Impairments Strategie	es for Hearing Impairments	Students	Teachers	Others
E99 Barrier: # F01	Provide program materials/ir Other (Specify) Hearing Impairments Strategie Provide early identification as	es for Hearing Impairments	Students	Teachers	Others
E99 Barrier: # F01 F02 F99	Provide program materials/in Other (Specify) Hearing Impairments Strategie Provide early identification and Provide interpreters at program	es for Hearing Impairments	Students	Teachers	Others
E99 Barrier: # F01 F02 F99	Provide program materials/in Other (Specify) Hearing Impairments Strategie Provide early identification as Provide interpreters at progra Other (Specify) Learning Disabilities	es for Hearing Impairments	Students □ □ □ □ □ □ □ □ □ □	Teachers □ □ □ □ □ □ □ □ □	Others □ □ □ □ Others
E99 Barrier: # F01 F02 F99 Barrier:	Provide program materials/in Other (Specify) Hearing Impairments Strategie Provide early identification as Provide interpreters at progra Other (Specify) Learning Disabilities	es for Hearing Impairments and intervention. am activities. as for Learning Disabilities	Students Students Students	Teachers Teachers Teachers	Others Others Others
E99 Barrier: # F01 F02 F99 Barrier: #	Provide program materials/in Other (Specify) Hearing Impairments Strategie Provide early identification at Provide interpreters at progra Other (Specify) Learning Disabilities Strategie Provide early identification at Expand tutorial/mentor program	es for Hearing Impairments and intervention. am activities. es for Learning Disabilities and intervention. ams.	Students □ □ □ □ □ □ □ □ □ □	Teachers □ □ □ □ □ □ □ □ □	Others □ □ □ □ Others
E99 Barrier: # F01 F02 F99 Barrier: #	Provide program materials/in Other (Specify) Hearing Impairments Strategie Provide early identification at Provide interpreters at progra Other (Specify) Learning Disabilities Strategie Provide early identification at Expand tutorial/mentor program	es for Hearing Impairments and intervention. am activities. es for Learning Disabilities and intervention.	Students Students Students Compared to the compared to the	Teachers Compared to the comp	Others Others Others Others
E99 Barrier: # F01 F02 F99 Barrier: # G01 G02	Provide program materials/in Other (Specify) Hearing Impairments Strategie Provide early identification and Provide interpreters at program Other (Specify) Learning Disabilities Strategie Provide early identification and Expand tutorial/mentor program Provide staff development in Strategies.	es for Hearing Impairments and intervention. am activities. es for Learning Disabilities and intervention. ams.	Students Students Students Compared to the compared to the	Teachers Teachers Teachers	Others Others Others Others Others
E99 Barrier: # F01 F02 F99 Barrier: # G01 G02 G03 G04 G99	Provide program materials/in Other (Specify) Hearing Impairments Strategie Provide early identification at Provide interpreters at progra Other (Specify) Learning Disabilities Strategie Provide early identification at Expand tutorial/mentor program Provide staff development in Strategies. Provide training for parents in Other (Specify)	es for Hearing Impairments and intervention. am activities. es for Learning Disabilities and intervention. ams. identification practices and effective teaching an early identification and intervention.	Students Students Students Compared to the compared to the	Teachers Compared to the comp	Others Others Others Others
E99 Barrier: # F01 F02 F99 Barrier: # G01 G02 G03 G04 G99	Provide program materials/in Other (Specify) Hearing Impairments Strategie Provide early identification and Provide interpreters at program Other (Specify) Learning Disabilities Strategie Provide early identification and Expand tutorial/mentor program Provide staff development in Strategies. Provide training for parents in Other (Specify) Other Physical Disabilities	es for Hearing Impairments and intervention. am activities. es for Learning Disabilities and intervention. ams. identification practices and effective teaching an early identification and intervention. es or Constraints	Students Students Students COMPANY Students COMPANY	Teachers Teachers Teachers C	Others Others Others
E99 Barrier: # F01 F02 F99 Barrier: # G01 G02 G03 G04 G99	Provide program materials/in Other (Specify) Hearing Impairments Strategie Provide early identification at Provide interpreters at progra Other (Specify) Learning Disabilities Strategie Provide early identification at Expand tutorial/mentor program Provide staff development in strategies. Provide training for parents in Other (Specify) Other Physical Disabilities Strategies for Other	es for Hearing Impairments and intervention. am activities. es for Learning Disabilities and intervention. ams. identification practices and effective teaching an early identification and intervention. es or Constraints ar Physical Disabilities or Constraints	Students Students Students Compared to the compared to the	Teachers Teachers Teachers Teachers	Others Others Others Others Others
E99 Barrier: F01 F02 F99 Barrier: # G01 G02 G03 G04 G99 Barrier:	Provide program materials/in Other (Specify) Hearing Impairments Strategie Provide early identification at Provide interpreters at progra Other (Specify) Learning Disabilities Strategie Provide early identification at Expand tutorial/mentor program Provide staff development in strategies. Provide training for parents in Other (Specify) Other Physical Disabilities Strategies for Other	es for Hearing Impairments and intervention. am activities. es for Learning Disabilities and intervention. ams. identification practices and effective teaching an early identification and intervention. essor Constraints ar Physical Disabilities or Constraints an to achieve full participation by students with	Students Students Students COMPANY Students COMPANY	Teachers Teachers Teachers C	Others Others Others

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	Schedule # 4D-	Equitable Access and Participation: Barrie	rs and Strat	egies	海洋的原源
Barrier:	Absenteeism/Truancy		e gradina programa. Nacionalista de la companya de la companya de la companya de la companya de la companya de la companya de la c		
#		s for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/in		×	×	х
K02	Develop and implement a tru		×	×	х
K03	Conduct home visits by staff.			×	X
K04		promoting school attendance.			х
K05	Provide mentor program.	promoting Julion accordances.	×	×	
		creational or educational activities.	Ô	Ô	
K06					x
K07	Conduct parent/teacher confe			X	
K08	Strengthen school/parent con		X	X	Х
K09	Develop/maintain community				
K10	Coordinate with health and so	cial services agencies.			X
K11	Coordinate with the juvenile j				Х
K12	Seek collaboration/assistance education.				
K99	Other (Specify)				
THE PROPERTY OF STREET					
Barrier:	High Mobility Rates				17.5637.57
Barrier: #		es for High Mobility Rates	Students	Teachers	Others
3.35-1-3-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1			Students	Teachers	Others
#	Strategic Coordinate with social service	s agencies			
# L01 L02	Strategic Coordinate with social service Establish partnerships with pa	s agencies rrents of highly mobile families.			
# L01 L02 L03	Strategic Coordinate with social service Establish partnerships with pa Establish/maintain timely reco	s agencies rrents of highly mobile families.			
# L01 L02 L03 L99	Strategic Coordinate with social service Establish partnerships with pa Establish/maintain timely reco Other (Specify)	s agencies rents of highly mobile families. ord transferal system.			
# L01 L02 L03 L99	Strategic Coordinate with social service Establish partnerships with pa Establish/maintain timely reco Other (Specify) Lack of Support from Pa	s agencies rents of highly mobile families. ord transferal system.			
# L01 L02 L03 L99	Strategic Coordinate with social service Establish partnerships with partnerships with partnerships with partnerships with partnerships with partnerships with partnerships with partnerships considerate and partnerships with part	s agencies rents of highly mobile families. ord transferal system.			
# L01 L02 L03 L99 (Barrier:	Strategic Coordinate with social service Establish partnerships with partnerships wi	s agencies Irents of highly mobile families. Irents Cents Lack of Support from Parents In to increase support from parents.	Control Contro	Teachers	Others x
# L01 L02 L03 L99 *Barrier: # M01 M02 M03	Coordinate with social service Establish partnerships with pa Establish/maintain timely reco Other (Specify) Lack of Support from Pa Strategies for Develop and implement a pla Conduct home visits by staff. Recruit volunteers to actively	s agencies Irents of highly mobile families. Irents Cents Lack of Support from Parents In to increase support from parents. participate in school activities.	Students	Teachers x	Others x x
# L01 L02 L03 L99 *Barrier: # M01 M02 M03 M04	Coordinate with social service Establish partnerships with pa Establish/maintain timely reco Other (Specify) Lack of Support from Ra Strategies for Develop and implement a pla Conduct home visits by staff. Recruit volunteers to actively Conduct parent/teacher confer	s agencies arents of highly mobile families. ord transferal system. Tents Lack of Support from Parents a to increase support from parents. participate in school activities. rences.	Students	Teachers x x	Others x x x
# L01 L02 L03 L99 *Barrier: # M01 M02 M03 M04 M05	Coordinate with social service Establish partnerships with pa Establish/maintain timely reco Other (Specify) Lack of Support from Ra Strategies for Develop and implement a pla Conduct home visits by staff. Recruit volunteers to actively Conduct parent/teacher confe Establish school/parent comp	s agencies arents of highly mobile families. ord transferal system. Tents Lack of Support from Parents a to increase support from parents. participate in school activities. rences.	Students	Teachers x x x	Others x x x x
# L01 L02 L03 L99 *Barrier: # M01 M02 M03 M04 M05 M06	Coordinate with social service Establish partnerships with partner	s agencies Irents of highly mobile families. Irents Irents Lack of Support from Parents In to increase support from parents. In the participate in school activities. Irences. Irences. Irences. Irences.	Students		
# L01 L02 L03 L99 *Barrier: # M01 M02 M03 M04 M05 M06 M07	Coordinate with social service Establish partnerships with partner	s agencies Irents of highly mobile families. Irents Irents Lack of Support from Parents In to increase support from parents. Irents Ire			Others x x x x —
# L01 L02 L03 L99 (Barrier) # M01 M02 M03 M04 M05 M06 M07 M08	Coordinate with social service Establish partnerships with partner	s agencies rents of highly mobile families. ord transferal system. rents Lack of Support from Parents n to increase support from parents. participate in school activities. rences. acts. r. formation in home language.	Students		
# L01 L02 L03 L99 **Barrier** # M01 M02 M03 M04 M05 M06 M07 M08 M09	Coordinate with social service Establish partnerships with partner	s agencies prents of highly mobile families. prof transferal system. Pents Lack of Support from Parents In to increase support from parents. participate in school activities. prences.	Teachers		
# L01 L02 L03 L99 *Barrier* # M01 M02 M03 M04 M05 M06 M07 M08 M09 M10	Coordinate with social service Establish partnerships with partnerships with partnerships with partnerships with partnerships with partnerships with partnerships with partnerships with partnerships with partnerships mannerships with partnerships mannerships with partnerships with p	s agencies prents of highly mobile families. pord transferal system. Fents Lack of Support from Parents In to increase support from parents. participate in school activities. participate in school activities. prences. participate in school activities. prences. promation in home language. promation in home language. prof backgrounds in school decision making. prof involvement, including home learning activities prequire coming to school.	Students Students X C C C C C C C C C C C C		Others
# L01 L02 L03 L99 **Barrier** # M01 M02 M03 M04 M05 M06 M07 M08 M09	Coordinate with social service Establish partnerships with partnerships with partnerships with partnerships with partnerships with partnerships with partnerships with partnerships with partnerships with partnerships mannerships with partnerships mannerships with partnerships with p	s agencies prents of highly mobile families. proferral system. Fights Lack of Support from Parents In to increase support from parents. participate in school activities. participate in school activities. rences. acts. r. formation in home language. y of backgrounds in school decision making. for involvement, including home learning activities require coming to school. participating in school activities.			
# L01 L02 L03 L99 *Barrier* # M01 M02 M03 M04 M05 M06 M07 M08 M09 M10	Coordinate with social service Establish partnerships with partner	s agencies Irrents of highly mobile families. Ord transferal system. Fents Lack of Support from Parents In to increase support from parents. Participate in school activities. Irrences.	Students Students X C C C C C C C C C C C C		
# L01 L02 L03 L99 *Barrier: # M01 M02 M03 M04 M05 M06 M07 M08 M09 M10 M11	Coordinate with social service Establish partnerships with partner	s agencies Irrents of highly mobile families. Ord transferal system. Fents Lack of Support from Parents In to increase support from parents. Participate in school activities. Irrences.	Students Students		Others
# L01 L02 L03 L99 *Barrier: # M01 M02 M03 M04 M05 M06 M07 M08 M09 M10 M11 M12	Coordinate with social service Establish partnerships with partner	s agencies Irrents of highly mobile families. Ord transferal system. Fents Lack of Support from Parents In to increase support from parents. Participate in school activities. Irrences.			

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	For TEA Use Only ents and/or annotations made e have been confirmed with TEXAS EDUCATION AGENCY Standard Application System (SAS)		064903 County-District No.			
by telephor	ne/e-mail/FAX on School Years 2010-2013		Amendment No.			
Texas Title I Priority Schools Grant						
	Schedule # 4D—Equitable Access and Participation: Bar	iers and Strat	egies 💮 🔭	性似色化砂		
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.		x			
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.					
N03	Provide mentor program for new teachers.		×			
N04	Provide intern program for new teachers.					
N05	Provide professional development in a variety of formats for personnel.					
N06	Collaborate with colleges/universities with teacher preparation programs.					
N99	Other (Specify)					
Barrier:	Lack of Knowledge Regarding Program Benefits		The second second	10 7233366		
#	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.					
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.					
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.					
P99	Other (Specify)					
Barrier:	Lack of Transportation to Program Activities	grade year early	14-118 (4: 8) 42 (-7: 4	thus vise+		
#	Strategies for Lack of Transportation to Program Activities	Students	Teachers	Others		
Q01	Provide transportation for parents and other program beneficiaries to activities.					
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.					
Q03	Conduct program activities in community centers and other neighborhood locations.					
Q04	Other (Specify)					
Barrier:	Other Barrier			对 的10000000		
#	Strategies for Other Barrier	Students	Teachers	Others		
Z 99	Other Barrier:	_ п	П			
Z 33	Other Strategy:					

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Program Authority:						Fun	d Code	
P.L. 107-110, Section 1003(g), CFDA # 84.388A & 84.377A	as amen	ded by A	ARRA, P.L.	111-5		ARR	A (CFDA# 84.3	88A): 286
CFDA # 64.366A & 64.377A						Reg	ular (CFDA# 84	.377A): 276
F	Project F	Period:	August 1	, 2010 throug	h June 30,	2013		
Class/Object Code a	nd Des	scriptio	on	Campus Grant Costs	LEA Ad Grant C		Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs		5B	6100	\$ 651700	\$		\$	651700
Professional and Contracted Se	rvices	5C	6200	476500				476500
Supplies and Materials		5D	6300	78000				78000
Other Operating Costs		5E	6400	116000			7000	123000
Capital Outlay (Exclusive of 663 6629) (15XX for charter schools		5G	6600/ 15XX					
	Т	otal Dir	ect Costs	1322200			7000	1329200
		% Indir	ect Costs					
Grand Total								
Total Budgeted Costs:				\$ 1322200	\$		\$ 7000	\$ 1329200
Administrative Cost Calcu	lation							
Enter total amount from Schedu	ule #5 B	udget Si	ummary, I	Last Column, To	tal Budgete	d Cost	is .	
Multiply by (% limit)								х

Enter Maximum Allowable for Administration, including Indirect Costs

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TEXAS EDUCATION AGENCY Standard Application System (SAS)

064903 County-District No.

School Years 2010-2013

Amendment No.

Texas Title I Priority Schools Grant

Schedule #5-Program Budget Summary

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

Year 1: SY 2010-2011 \$ 467020 (including 7000 pre award for conference)

Year 2: SY 2011-2012 \$ *462180 Year 3: SY 2012-2013 \$ *400000

* 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

	Pre Award	Year 1	Year 2	Year 3	Total
6100		185020	220180	246500	651700
6200		195000	170000	111500	476500
6300		38000	30000	10000	78000
6400	7000	42000	42000	32000	123000
Total	7000	460020	462180	400000	1329200

Only PreAward cost are for required trainings July 12-15

Total Grant award over three year period = 1329200

First year Most of the cost of professional development to build the immediate capacity of teachers Second year train students and continue professional development Third year begin on a maintenance type program for sustainability

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10 A 10		And the state of t	chedule #5B—Payroll Costs (6	100)			ing grant see part	
*DU(agerea c	osts 💮 🐪 💸 🔆 🕸		#Full-	#50	(*************************************	(A) (A) (A) (A) (A) (A) (A) (A) (A) (A)	
		oyee Position Titles	Justification	Time Effort	#Part~ Time Effort	Pre-Award	Amount Budgeted	
		11、11、11、11、11、11、11、11、11、11、11、11、11、		型的数数数 T			·· · · · · · · · · · · · · · · · · · ·	
2	Teacher Education	nal Aide				\$	\$	
3	Tutor	Idi Aide						
Pro	gram Man	agement and Administration		a horizonia i		Partent Section	ALE PROFESSION OF THE	
4	Project D							
5		oordinator						
6	Teacher F							
8		Supervisor						
9	Data Entr	/Administrative Assistant						
10		countant/Bookkeeper						
11		/Evaluation Specialist						
Aux				i de la compa	经外外条款		1040413046	
12	Counselo	r						
13	Social Wo		Y1=58000 Y2= 59000 Y3=61000	1			178000	
14		e Provider						
15		ty Liaison/Parent Coordinator						
16	Bus Drive				·			
17 18	Cafeteria Librarian	Stair						
19	School Nu	ırce						
		ee Positions			English Anderson			
26				tal Employ		\$	\$ 178000	
	stitute Ex	tra-Duty, Benefits		ECS-SSCHOOLSER		A CHAMBETT		
27	6112	Substitute Pay - During Staff D	evelopment 4000 each year	Change 1224 Areter	s, and services, the control of	\$	\$ 12000	
28	6119		ay – Teacher on Non-Contract Days Pl) 10000 ear	h vear	.1	30000	
29	6121		Support Staff on Non-Contract Days I				4500	
30	6119		1% improvement @ 5000.00 each incr				120000	
31	6119	T	% improvement @ 3000.00 each Incr		·		54000	
32	6119		improvement @ 1000.00 each increase					
			- - - - - - - - - - 		cai		18000	
33	6119		@ 2000.00 each increase # each year				106000	
34	6119	Subena for 30 Hones Moti-Cose	@ 1000.00 each increase # each year		-,-		36000	
31	6140	Employee Repetite 160/ acab	ear Y1= 25520 Y2 = 33680 Y3 = 3400	20			02200	
	6140	Employee Denents 1070 edCit yo			to Costs	•	93200	
31	<u> </u>		Subtotal Substitute, Extra-Di	ису, вепен	ra Costa	\$	\$ 473700	
32	<u> </u>		Grand Total Payroll Budget	/line 26 :	ling 34	<u>.</u> 1	# 6E1700	
74	L	Mark	Granu Total Payron budget	(iiiie 20 +	mie 31)	\$	\$ 651700	

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20 % C	chedule #5C- Itemized 6200	Texas Title I Priority So Professional and Contracte			n Specific A	nnroval
2000	Circulate #3C=3(Ci)112CU-020(.d. O. (1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1	oom require	Becomery	Total
	Ex	kpense Item Description			Pre-Award	Amount Budgeted
621	Audit Costs (other than audits red	quired under OMB Circular A-133)			\$	\$
2	Specify purpose				T	
626	Rental or Lease of Buildings, Space	ce in Buildings, or Land			<u> </u>	
9	Specify nurpose and provide calci					
629		ng Costs (specific approval required	only for nonpro	ofit charter		
9	schools) Specifyrumposer					
629		t allowed for nonprofit charter scho	ols)			
9	Specify/plumose: 12.4					
Subto	the second secon			100000000000000000000000000000000000000	Great Land	
11.272.		nal and Contracted Services Cos	t Requiring Sp	ecific Approva	1	
Profe	ssional and Consulting Services	(6219/6239) Less than \$10,00	0			
#	Topic/Purpose/Service		**************************************	Total Contracted Amount	Pre-Award	Total Amount Budgeted
1.	Teen leadership conference at	Region 20		7000		7000
2.	Technology Integration training	ıg		3000		3000
3,	Creating Capacity for Change t	training		8000		8000
4.	6+1 Strategies and Attitude for	r Becoming a Great High Schoo	i	9000		9000
Subto	tal					
		Professional and Consulting	Services Les	s than \$10, 000	\$	\$ 27000
	ssional and Consulting Services					
1. Des	scription of Professional or Cons	sulting Service (Topic/Purpose/	'Service):			
SES 6	or At-Risk Students - Tutoring	for increasing knowledge and c	ontent attainn	nent 65000 tim	nes 3 vears =	195000
01.0 1	or the Mak Students Tutoring	tor mercasing fatoriteage and e		Total		Total
Contra	actor's Cost Breakdown of Servi	ice to be Provided	# Positions	Contracted	Pre-Award	Amount
A. S. P. C. D. F.	Contractor's Payroll Co	ctc	20 each Y	Amount		Budgeted
	Contractor's Payron Co	303	L COUCH	192000	\$	192000
		ts, Subcontracted Services				
	Supplies and Materials			3000		3000
	Other Operating Costs	***	tal Payment:	\$ 195000	\$	195000
1. Des	scription of Professional or Cons			\$ 193000	₹	155000
	·					
Positiv	ve Behavior Supports at 4000.0	00 per year times 3 years	-			
Contra	actor's Cost Breakdown of Servi		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
	Contractor's Payroll Co	sts	1	12000	\$	12000
	Gtë.	ts, Subcontracted Services		•		
	Supplies and Materials					
	Other Operating Costs					
	Capital Outlay (Subgra					
	Indirect Cost (%) To	tal Payment:	12000	\$	12000
			-ar appropriate		т	

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Capital Outlay (Subgrants Only) Indirect Cost (%) Total Payment: \$ 48000 \$ 48000 4. Description of Professional or Consulting Service (Topic/Purpose/Service): Professional Development for Probeware training in Math and Science - 36 days at 1000.00 from Five Star Contractor's Cost Breakdown of Service to be Provided # Positions Contracted Amount Amount Budgeted Contractor's Payroll Costs 2 \$ 36000 \$ 36000 Subgrants, Subcontracts, Subcontracted Services Supplies and Materials Other Operating Costs Capital Outlay (Subgrants Only) Indirect Cost (%)						
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Subgrants, Subcontracts, Subcontracted Services Supplies and Materials Other Operating Costs Capital Outlay (Subgrants Only) Indirect Cost (%)	Contractor's Payroll Cos	sts	2		<u> </u>	
Supplies and Materials Other Operating Costs Capital Outlay (Subgrants Only) Indirect Cost (%)	Sifte Sc			\$ 36000	Þ	36000
Other Operating Costs Capital Outlay (Subgrants Only) Indirect Cost (%)		s, Subcontracted Services				
Capital Outlay (Subgrants Only) Indirect Cost (%)						
Indirect Cost (%)						
7						
Total Payment: \$ 36000 \$ \$ 36000	Indirect Cost (.%)				
36000		Tot	tal Payment:	\$ 36000	\$	36000
		·				20000

For TEA Use Only Adjustments and/or annotations made TEXAS EDUCATION AGENCY 064903 on this page have been confirmed with Standard Application System (SAS) County-District No. by telephone/e-mail/FAX on School Years 2010-2013 of TEA. Amendment No. Texas Title I Priority Schools Grant Schedule #50-Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.) 56 300 Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.) 2. Description of Professional or Consulting Service (Topic/Purpose/Service): Professional Development for Leadership skills and training - Rapport International 2000.00 each for 6 administrator/teacher leaders times 3 years to complete all training Total Total Pre-# Positions Contracted Amount Contractor's Cost Breakdown of Service to be Provided **Award** Amount Budgeted Contractor's Payroli Costs 36000 36000 Subgrants, Subcontracts, Subcontracted Services Supplies and Materials Other Operating Costs - travel cost 6000 6000 Capital Outlay (Subgrants Only) Indirect Cost (\$ 42000 Total Payment: \$ 42000 3. Description of Professional or Consulting Service (Topic/Purpose/Service): Professional Development in Capturing Kids Hearts and Teen Leadership through the Flippen Group - 750.00 each for 20 teachers each of 3 years = 60 for Capturing Kids Hearts and 500.00 each for 23 in teen leadership over 3 years Total Total Pre-# Positions Contracted Amount Contractor's Cost Breakdown of Service to be Provided Award Budgeted **Amount** Contractor's Payroll Costs 1 \$ 56500 56500 \$ of the second Subgrants, Subcontracts, Subcontracted Services Supplies and Materials 3000 3000 Other Operating Costs - travel cost Capital Outlay (Subgrants Only) Indirect Cost \$ 59500 \$ 59500 Total Payment: Peering Coaching of 100 students over 4. Description of Professional or Consulting Service (Topic/Purpose/Service): the three year grant period Total Total Pre-# Positions Contracted Amount Contractor's Cost Breakdown of Service to be Provided Award Budgeted **Amount** Contractor's Payroll Costs 27000 27000 Subgrants, Subcontracts, Subcontracted Services Supplies and Materials Other Operating Costs Capital Outlay (Subgrants Only) Indirect Cost (____ \$ 27000 **Total Payment:** 27000 Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000: \$ \$ 449500 Subtotal of Professional and Contracted Services Costs Requiring Specific Approval: 449500 Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000: 27000 27000 Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000: Remaining 6200- Professional and Contracted Services that do not require specific approval: 476500 **Grand Total:** 476500

on this p	For TEA Use Only Itments and/or annotations made lage have been confirmed with Itmone/e-mail/FAX on	TEXAS EDUCATION AGENCY Standard Application System (SAS)	,	064903 County-District No).
by	of TEA.	School Years 2010-2013 Amendment No.			,
		Texas Title I Priority Schools Grant	.,		
	Schedule #5D - Itemiz	ed 6300 Supplies and Materials Costs Requi	ring Speci	fic Approval	者是被心理主义
		xpense Item Description		Pre-Award	Total Budgeted
	Technology Hardware- Not Capi				
	# Type	Purpose	Quantity		
6399	2			\$	\$
0000	3			Ψ	Ť
	4				
	5				
6399		alized – White board software for all core subjects			8000
6399	Supplies and Materials Associate	ed with Advisory Council or Committee			
	· 1000 日 1997年美國的國際公司				
		Total Supplies and Materials Requiring Specific	: Approval:		8000
Rem	aining 6300- Supplies and Ma	terials that do not require specific approval: All 3	years total	1	70000
		Gr	and Total	\$	\$78000

	For TEA Use Only tments and/or annotations made age have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	C	064903 County-District No	o.
by telepi by	none/e-mail/FAX on of TEA.	School Years 2010-2013		Amendment No.	
		Texas Title I Priority Schools Grant			,
30 35 30 10	Schedule #5E - Ite	mized 6400 Other Operating Costs Requiring	Specific A	(pproval	terific telephone
		xpense Item Description		Pre-Award	Total Budgeted
6411	Out of State Travel for Employe	es (includes registration fees)		\$	\$
0411	Specify purpose:			· · · · · · · · · · · · · · · · · · ·	T
		gistration fees; does not include field trips) (specific appr	oval		
6412 required only for nonprofit charter schools)					
	Specify purpose:	- ific named a guired only for nannualit charter cabout	-		
Stipends for Non-Employees (specific approval required only for nonprofit charter schools)					
	Specify purpose:	ides registration fees; does not include field trips) (specif	10		
6419	approval required only for nonp		10		
0419	Specify purpose:	TOTE CHARGE SCHOOLS			
6411/		tor (6411), Superintendents (6411), or Board Members (6419)		
6419	(includes registration fees) -	(0.122)			
	Specify purpose: required tra all Summer	Director will serve as District Llaison on team – July 12-15 nining Attendance at national Staff Development Conferer Team Training		1000	17000
6429		been covered by permissible insurance			
6490	Indemnification Compensation				
6490	Schedule #4B-Program Descrip	ovel or Other Expenses (explain purpose of Committee on tion: Project Management)			
	Membership Dues in Civic or Co	mmunity Organizations (Not allowable for University app	licants)		
	Specify name and purpose of or				
6499	Publication and Printing Costs- schools)	f reimbursed (specific approval required only for nonprofi	t charter		
	Specify purpose:				
				,	
		Total 64XX- Operating Costs Requiring specific			
	Remaining 6400 -	Other Operating Costs that do not require specific	approval:	6000	106000

\$ 123000

\$ 7000

Grand Total

SCHEDULE #6A

GENERAL PROVISIONS & ASSURANCES

TEXAS EDUCATION AGENCY

Standard Application System

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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.

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- E. Signature Authority; Final Expression; Superseding Document: Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws: In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring: Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance: If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- 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 forprofit 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 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).
- M. Expenditure Reports: Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA: If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention: Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
 - Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping: For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports: Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership: Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

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

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

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

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

- S. Unfair Business Practices: Unfair Business Practices: By signing this Contract, Contractor, if other than a state agency, certifies that Contractor, within the preceding 12 months, has not been found guilty, in a judicial or state agency administrative proceeding, of unfair business practices. Contractor, if other than a state agency, also certifies that no officer of its company has, within the preceding 12 months, served as an officer in another company which has been found, in a judicial or state agency administrative proceeding, to be guilty of unfair business practices.
 - Contractor, whether a state agency or not a state agency, certifies that no funds provided under this Contract shall be used to purchase supplies, equipment, or services from any companies found to be guilty of unfair business practices within 12 months from the determination of guilt.
- T. Subcontracting: Contractor shall not assign or subcontract any of its rights or responsibilities under this contract, except as may be otherwise provided for in this application, without prior formal written amendment to this contract properly executed by both Agency and Contractor.
- **U. Use of Consultants:** Notwithstanding any other provision of this application, Applicant shall not use or pay any consultant in the conduct of this application if the services to be rendered by any such consultant can be provided by Applicant's employees.
- V. Capital Outlay: If Contractor purchases capital outlay (furniture and/or equipment) to accomplish the objective(s) of the project, title will remain with Contractor for the period of the contract. Agency reserves the right to transfer capital outlay items for contract noncompliance during the contract period or as needed after the ending date of the contract. This provision applies to any and all furniture and/or equipment regardless of unit price and how the item is classified in Contractor's accounting record.

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- W. Agency Property (terms): In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs: Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction: No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions: The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA: Grantees which are public school districts and open enrollment charter schools agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.

Grantees which are nonprofit organizations (other than charter schools) and universities/colleges that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.

A nonprofit organization or university/college grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.

- **BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
 - 1. Americans With Disabilities Act, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
 - 2. **Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100:
 - 3. **Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
 - 4. Section 504 of the Rehabilitation Act of 1973, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

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the Age Discrimination Act of 1975, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder institute the issued thereunder, including the provisions contained in 34 CFR Part 110;

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 of Such records). including **Privacy Rights of Parents and Students** (34 CFR Part 99), if Contractor is an educational institution (20

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);

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 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 indeer facility (and a strength of section 4303). 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 35 or 36 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 523 (April 1997) A 523 (Apr (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-132 (A-132)

(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);

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); 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 (20 100 100). in this application (20 USC 1232(e)).

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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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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

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Texas Title I Priority Schools Grant

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

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

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

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Texas Title I Priority Schools Grant

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

Certification

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

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

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

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

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

SCHEDULE #6C.

Lobbying Certification

TEXAS EDUCATION AGENCY

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Required for all federally funded grants greater than \$100,000.

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Texas Title I Priority Schools Grant

Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

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

SCHEDULE #6D Disclosure of Lobbying Activities School Years 2010-2013 Texas Title I Priority Schools Grant TEXAS EDUCATION AGENCY Standard Application System County-District No.

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 disclosu				
Federal Program:				
Name:				
1. Type of Federal Action	2. Status of Federal Act	lon:	3. Report Type:	
a. Contract b. Grant	b. Initial a c. Post-aw	ard	For Material Chang Q Date of last I	rial change ge Only: Year: guarter: Report:
4. Name and Address of Reporting Entity		If Reporting Entit and Address of P		wardee, Enter Name
Subawardee Tier (If known):		Texas Education 1701 N. Congr Austin, Texas	n Agency ess Avenue	
Congressional District (if known):		Congressional Distri	ct (if known):	21
6. Federal Department/Agency:	7.		Name/Description	1:
	<u> </u>	CFDA Number,	if applicable:	
8. Federal Action Number, if known:	9.	Award Amount, <i>if</i> \$	known:	
10. a. Name and Address of Lobbying Reg (If individual, last name, first name, MI):	gistrant 10	10. b. Individuals Performing Services (including address if different from No. 10a; last name, first name, MI):		
(At	tach Continuation Sheet	(s), if necessar	cy)	
	[ITEMS 11-15 R	EMOVED]		
16. Information requested through this form is	s authorized by Title 31	Signature:		
U.S.C. Section 1352. This disclosure of lobbying activities is a marepresentation of fact upon which reliance was placed by the tier when this transaction was made or entered into. This disclosure 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 falls to file the required disclosure shapes.		Name:		
subject to a civil penalty of not less than \$ \$100,000 for each such failure.	10,000 and not more than	Telephone#		Date:
Federal Use Only:				Standard Form LLL

SCHEDULE #6E NCLB ACT PROVISIONS & School Years 2010-2013 ASSURANCES School Years 2010-2013 County-District No. Texas Title I Priority Schools Grant

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

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

SCHEDULE #6E - cont.
NCLB ACT PROVISIONS &
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TEXAS EDUCATION AGENCY

Standard Application System

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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 &

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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.
 - 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

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Texas Title I Priority Schools Grant

4. Highly Qualified:

- (A) when used with respect to any public elementary school or secondary school teacher teaching in a State, means that-
 - (i) the teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law; and
 - (ii) the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis;
- (B) when used with respect to-
 - (i) an elementary school teacher who is new to the profession, means that the teacher-
 - (I) holds at least a bachelor's degree; and
 - (II) has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum); or
 - (ii) a middle or secondary school teacher who is new to the profession, means that the teacher holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by-
 - 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—
 - 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

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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
- 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 an 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.

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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.

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Texas Title I Priority Schools Grant Federal Statutory Requirements

1) The LEA must demonstrate that the LEA has analyzed the needs of each school and selected an intervention for each

- 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.
- The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality.
- 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.
- 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 <u>turnaround model</u>, 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.
 - 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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Texas Title I Priority Schools Grant

new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

- f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
- i. Provide appropriate social-emotional and community-oriented services and supports for students.
- 18) If the LEA/campus selects to implement the <u>turnaround model</u>, the campus <u>may</u> 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 <u>closure model</u>, 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 <u>restart model</u>, 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 <u>transformation model</u>, 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;
 - (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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Texas Title I Priority Schools Grant individual students.

- 3. Increasing learning time and creating community-oriented schools.
 - (A) Establish schedules and strategies that provide increased learning time; and
 - (B) Provide ongoing mechanisms for family and community engagement.
- 4. Providing operational flexibility and sustained support.
 - (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
 - (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
- 22) An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as-
 - (A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
 - (B) Institute a system for measuring changes in instructional practices resulting from professional development; or
 - (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.
- 23) An LEA may also implement comprehensive instructional reform strategies, such as-
 - (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
 - (B) Implement a schoolwide "response-to-intervention" model;
 - (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
 - (D) Use and Integrate technology-based supports and Interventions as part of the instructional program; and
 - (E) In secondary schools--
 - (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), earlycollege 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, reengagement 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.
- 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_ld=798
 - a. The Model Selection and Description Report must be submitted to TEA no later than <u>February 1, 2011</u>. 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.
 - li. Establish the grant budget by the required categories.
 - ill. 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 <u>transformation model</u>, the campus assures that it will it implement the following federal requirements.
 - 1. Develop and increase teacher and school leader effectiveness.
 - A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training.
 - B.Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
 - C.Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
 - D.Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals:
 - 1. Takes into account data on student growth as a a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - 2. Are designed and developed and with teacher and principal involvement
 - 2. Comprehensive instructional reform strategies.
 - A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
 - B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
 - 3. Increasing learning time and creating community-oriented schools.
 - A. Establish schedules and strategies that provide increased learning time; and
 - B. Provide ongoing mechanisms for family and community engagement.
 - 4. Providing operational flexibility and sustained support.
 - A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
 - B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
 - 11) An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as-
 - A. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
 - B. Institute a system for measuring changes in instructional practices resulting from professional development; or
 - C. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

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- 12) An LEA may also implement comprehensive instructional reform strategies, such as-
 - A. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
 - B. Implement a school wide "response-to-intervention" model;
 - C. Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
 - D. Use and integrate technology-based supports and interventions as part of the instructional program; and
 - E. In secondary schools--
 - 1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
 - 2) Improve student transition from middle to high school through summer transition programs or freshman academies;
 - 3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
 - 4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
- 13) An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--
 - 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
 - I. Strategies to increase parent/community involvement
 - m. Strategies which increase student learning time

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Texas Title I Priority Schools Grant

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

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

Terms defined:

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

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

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

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

GRANTEE - the subrecipient of TEA and applicant of funds.

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

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

All encumbrances shall occur on or between the beginning and ending dates of the contract. All goods must be received and services rendered and subsequently liquidated (recorded as an expenditure or accounts payable) within the contract dates. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. When an obligation is made is defined in 34 CFR 76,707.

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- C. Compliance with Other Provisions and Assurances: All provisions and assurances stated in the General Provisions, Certification Regarding Debarment and Suspension, Lobbying Certification and Disclosure of Lobbying, No Child Left Behind Act (NCLB) Special Provisions and Assurances, and all other program-specific provisions and assurances apply unless they conflict or are superseded by the following terms and conditions implementing the American Recovery and Reinvestment Act of 2009 (ARRA) requirements below. This includes compliance with Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975; and all other nondiscrimination provisions. It also includes Title VII of the Civil Rights Act of 1964 (prohibiting race, color, national origin, religion, and sex discrimination in employment; the Americans with Disabilities Act (prohibiting disability discrimination in employment and in services provided by entities receiving federal funds); as well as any other applicable civil rights laws. By submitting this application, the applicant agrees to comply with all such provisions and assurances.
- **D. Compliance with Other Program Statutes:** The applicant agrees to comply with the authorizing program statutes, regulations, non-regulatory guidelines, and other guidance in the implementation of the programs receiving funding under ARRA. This includes compliance with comparability; supplement, not supplant; maintenance of effort (MOE); equitable participation for private nonprofit school students and teachers; and all other program-specific provisions and requirements. All such are hereby incorporated by reference.
- **E. DUNS Number:** All entities receiving any federal funds, including ARRA funds, are required to have a DUNS (Dunn & Bradstreet) number. The DUNS number serves as the grantee organization's unique identifier for reporting federal funds received and expended. TEA must use this same DUNS number to report grant awards and expenditures for subrecipients under ARRA to the website specifically provided for in ARRA http://www.FederalReporting.gov/. The assignment of a DUNS number is a condition of award of ARRA funds and must be validated by TEA prior to issuing a NOGA for ARRA funds. (Section 1512[c][4] of ARRA and the federal Office of Management and Budget (OMB) to comply with the Federal Funding Accountability and Transparency Act [FFATA], P.L. 109-282. OMB adopted the DUNS number as the "unique identifier" required for reporting under FFATA).
- **F. Central Contractor Registration (CCR):** All grantees receiving ARRA funds, as well as any other federal funds, are required to register and maintain current registration with the Central Contractor Registration (CCR) database at http://www.ccr.gov. Registration in CCR is a condition of award of ARRA funds and must be validated by TEA prior to issuing a NOGA for ARRA funds.
- **G. ARRA Reporting Requirements:** The federal Office of Management and Budget (OMB) has issued guidance related to reporting the use of ARRA funds to the various websites. The definition of terms and data elements, as well as any specific instructions for reporting, including required formats, are provided in separate guidance issued by the TEA.

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

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

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

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

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

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

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

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

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

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

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

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- 6. Recovery Independent Advisory Panel: Section 1541 of the ARRA establishes the Recovery Independent Advisory Panel to make recommendations to the Recovery Accountability and Transparency Board on action the Board could take to prevent fraud, waste, and abuse relating to ARRA funds.
- J. Disclosure of Fraud or Misconduct: Each grantee awarded funds made available under the ARRA shall promptly refer to the USDE Office of Inspector General any credible evidence that a principal, employee, agent, contractor, subrecipient, subcontractor, or other person has submitted a false claim under the False Claims Act or has committed a criminal or civil violation of laws pertaining to fraud, conflict of interest, bribery, gratuity, or similar misconduct involving those funds.
- **K. Protection for Whistleblowers**: Section 1553 of the ARRA provides protection for State and local government and contractor whistleblowers. Any employee of any employer receiving ARRA funds may not be discharged, demoted, or otherwise discriminated against as a reprisal for disclosing, including a disclosure made in the ordinary course of an employee's duties, to the Recovery Accountability and Transparency Board, an inspector general, the U. S. Comptroller General, a member of Congress, a State or federal regulatory or law enforcement agency, a person with supervisory authority over the employee (or such other person working for the employer who has the authority to investigate, discover, or terminate misconduct), a court or grand jury, the head of a federal agency, or their representatives, information that the employee reasonably believes is evidence of (1) gross mismanagement of an agency contract or grant relating to ARRA funds; (2) a gross waste of ARRA funds; (3) a substantial and specific danger to public health or safety related to the implementation or use of ARRA funds; (4) an abuse of authority related to the implementation or use of ARRA funds; or (5) a violation of law, rule, or regulation related to an agency contract (including the competition for or negotiation of a contract), or grant, awarded or issued relating to ARRA funds. A person who believes that he or she has been subjected to a reprisal may submit a complaint regarding the reprisal to the inspector general for the appropriate federal agency (in most cases, the U.S. Department of Education).
- L. Use of Funds: The grantee agrees to comply with the applicable federal cost principles in the obligation and expenditure of ARRA funds as identified in the General Provisions and Assurances as well as other limitations or restrictions and expenditures identified therein. The grantee also agrees to the following:
- 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.
- 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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- 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