

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2010-2013</b>	<b>Pampa Independent School District</b> Organization Name	090-904 County-District#
		Wilson Elementary Campus Name	108 Campus Number
		75-6002192 9-Digit Vendor ID#	16 ESC Region
		NOGA ID# (Assigned by TEA)	Amendment #

### Texas Title I Priority Schools Grant

#### Schedule #1 - General Information

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

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

**Project Beginning Date:** 08/01/2010

**Project Ending Date:** 06/30/2013

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

Tier I ☐ Tier II ☐ Tier III ☒

#### Part 1: Index to the Application

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

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

#### Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, the Provisions and Assurances, Debarment and Suspension, lobbying requirements, Special Provisions and Assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

#### Authorized Official

Typed First Name	Initial	Last Name	Title
Barry		Haenisch	Superintendent
Phone	Fax	Email	preferred)
806-669-4700	665-0506	barry.haenisch@pampaisd.net	

**Only the legally responsible party may sign this application.**

6 complete copies of the application, at least 3 with original signature(s), must be received by:

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

TEA DOCUMENT CONTROL NO.

**701-10-112-090**

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by telephone/e-mail/FAX on _____ by _____ of TEA.		Amendment No. _____
<b>Texas Title I Priority Schools Grant</b> <b>Schedule #1—General Information</b>		
<b>Part 2: List of Required Fiscal-Related Attachments and Assurances</b>		
For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the <b>back</b> of the application as an appendix.		
1 <input type="checkbox"/>	<b>Proof of Nonprofit Status</b>	
	<b>Required for all open-enrollment charter schools sponsored by a nonprofit organization:</b> <b>Check box to indicate that proof of nonprofit status is attached.</b> (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)	
2 <input checked="" type="checkbox"/>	<b>Assurance of Financial Stability</b>	
	<b>Required for all independent school districts, open-enrollment charter schools, and education service centers:</b> <b>Check box to indicate assurance that audit requirements have been met.</b> All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.	
3 <input checked="" type="checkbox"/>	<b>Assurance of Submittal of Reviewer Information Form</b>	
	<b>Required for all applicants:</b> <b>Check box to indicate assurance that reviewer information form will be submitted.</b> All applicants are required to complete the Reviewer Information Form and to submit it online by <b>Thursday, May 6, 2010</b> . (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)	

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #1--General Information</b>					
<b>Part 3: Applicant Information</b>					
<b>Local Educational Agency (LEA) Information</b>					
LEA Name					
Pampa Independent School District					
Mailing Address Line - 1		Mailing Address Line - 2		City	State
321 West Albert				Pampa	Texas
U.S. Congressional District Number		Primary DUNS Number		Central Contractor Registration (CCR) CAGE Code	NCES Identification Number
13		102487360		5EPN1	4834170
Campus Name				County-District Campus Number	
Wilson Elementary School				090-904-108	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
801 East Browning Street				Pampa	Texas
Zip Code		79065			
<b>Applicant Contacts</b>					
<b>Primary Contact</b>					
First Name		Initial		Last Name	Title
Melissa				True	Principal
Telephone		Fax		Email	
806-669-4930		806-669-4736		melissa.true@pampaisd.net	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
801 East Browning				Pampa	Texas
Zip Code		79065			
<b>Secondary Contact</b>					
First Name		Initial		Last Name	Title
Danny				Seabourn	Director of Federal Programs
Telephone		Fax		E-mail	
806-669-4700		806-665-0506		danny.seabourn@pampaisd.net	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
321 West Albert				Pampa	Texas
Zip Code		79065			

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**Texas Title I Priority Schools Grant**

**Schedule #3—Purpose of Amendment**

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

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

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

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

**Part 2: Revised Budget**

Complete this part if there are any budgetary changes.

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



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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #3—Purpose of Amendment</b>		
<b>Part 3: Reason for Amendment Request.</b> For all grants, regardless of dollar amount, check the appropriate box to indicate reason for amendment request.		
<input type="checkbox"/>	1. Addition of a class/object code not previously budgeted on Schedule #5—Budget Summary	
<input type="checkbox"/>	2. Increase or decrease the amount approved in any class/object code on Schedule #5—Budget Summary (i.e., 6100-6600) by more than 25% of the current amount approved in the class/object code	
<input type="checkbox"/>	3. Addition of a new line item on any of the supporting budget schedules (i.e., Schedules #5B–5G)	
<input type="checkbox"/>	4. Increase or decrease in the number of positions budgeted on Schedule #5B—Payroll Costs	
<input type="checkbox"/>	5. Addition of a new item of computer hardware/equipment (not capitalized) approved on Schedule #5C—Supplies and Materials	
<input type="checkbox"/>	6. Addition of a new item or increase in quantity of capital outlay item(s) ≥ \$5,000 approved on Schedule #5G—Capital Outlay for articles costing \$5,000 or more.	
<input type="checkbox"/>	7. Addition of a new item of capital outlay items approved on Schedule #5G—Capital Outlay for articles costing less than \$5,000.	
<input type="checkbox"/>	8. Reduction of funds allotted for training costs	
<input type="checkbox"/>	9. Additional funds needed	
<input type="checkbox"/>	10. Change in scope of objectives, regardless of whether there is an associated budget revision requiring prior approval	
<input type="checkbox"/>	11. Other (Specify)	
<b>Part 4: Amendment Justification</b> <div style="border: 1px solid black; height: 150px; margin-top: 5px;"></div>		

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

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

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14	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances	
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances	
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances	
17	If the LEA/campus selects to implement the <b>turnaround model</b> , the campus <b>must</b> implement the following federal requirements. <ul style="list-style-type: none"> <li>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;</li> <li>b. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;             <ul style="list-style-type: none"> <li>1. Screen all existing staff and rehire no more than 50 percent; and</li> <li>2. Select new staff.</li> </ul> </li> <li>c. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;</li> <li>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;</li> <li>e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</li> <li>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;</li> <li>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;</li> <li>h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</li> <li>i. Provide appropriate social-emotional and community-oriented services and supports for students.</li> </ul>	Program Assurances	

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

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

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<b>Part 2: Statutory Requirements</b>			
<b>#</b>	<b>Requirement Description – Federal Statutory Requirements</b>	<b>Primary Component Where Described</b>	
23	An LEA <b>may</b> also implement comprehensive instructional reform strategies, such as-- (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.	Program Assurances	
24	An LEA <b>may</b> also implement other strategies that extend learning time and create community-oriented schools, such as-- (A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; (B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; (C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or (D) Expand the school program to offer full-day kindergarten or pre-kindergarten.	Program Assurances	

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<b>#</b>	<b>Requirement Description – Federal Statutory Requirements</b>	<b>Primary Component Where Described</b>	
25	The LEA <b>may</b> also implement other strategies for providing operational flexibility and intensive support, such as-- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.	Program Assurances	
26	An LEA that has nine or more Tier I and Tier II schools is prohibited from implementing the transformation model in more than 50% of those schools.	Program Assurances	
<b>By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities.</b>			
<b>Part 3: Statutory Assurances</b>			
<b>#</b>	<b>Statutory Assurance Description</b>		
1	Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.		
2	Applicant provides assurance that it will use its TTIPS Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.		
3	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive school improvement funds.		
4	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final federal requirements.		
5	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.		
6	Applicant provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.		
<b>Part 4: TEA Program Assurances</b>			
<b>#</b>	<b>TEA Assurance Description</b>		
1	Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the Quarterly Implementation Reports (QIR), the Model Selection and Description Report, and through participation in TEA technical assistance. <ul style="list-style-type: none"> <li>a. The Model Selection and Description Report must be submitted to TEA no later than <b>February 1, 2011</b>. This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities:             <ul style="list-style-type: none"> <li>i. Comprehensive Needs Assessment process.</li> <li>ii. Establish the grant budget by the required categories.</li> <li>iii. Identification and Selection of the intervention model.</li> <li>iv. Development of activities to implement selected intervention model.</li> <li>v. Development of Timeline of Grant Activities.</li> </ul> </li> </ul>		



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<b>#</b>	<b>TEA Assurance Description</b>		
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the <b>transformation model</b> , the campus assures That it will it implement the following federal requirements. <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness.             <ol style="list-style-type: none"> <li>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.</li> <li>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;</li> <li>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</li> <li>D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals:                 <ol style="list-style-type: none"> <li>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</li> <li>2. Are designed and developed and with teacher and principal involvement</li> </ol> </li> </ol> </li> </ol>		

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

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

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<b>Part 1: Grant Eligibility</b>		
<input type="checkbox"/> Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input checked="" type="checkbox"/> Tier III Eligible Campus		
<b>Identify which timeline the LEA/Campus the applicant will implement.</b>		
<input type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input checked="" type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance		
<b>Part 2: Grant Program Summary.</b> Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Wilson Elementary School is one of four Pampa Independent School District Title 1 School Wide elementary schools. The Wilson campus is unique from the other three campuses in the absolute focus it places on the varied students in its care. Basic needs assessment processes have identified specific weaknesses in student performance, gaps in instructional practices and curriculum, a requirement for additional opportunities to better meet the needs of parents and the community. Fifty eight staff are committed to the vision of creating a learning environment where all students, staff, and parents experience academic successes.</p> <p>Wilson Elementary has 81% economically disadvantaged students, 26% limited English proficient students, and 55% At-Risk students. Ethnic distributions are 40.41% white, 53.88% Hispanic, 5.48% African-American student, and .23% American Indian with a total of 438 students in kindergarten through 5<sup>th</sup> grades. In addition, rapid growth in the economically disadvantaged subgroup has presented unique educational challenges. 2009 TAKS scores reflected passing rates in reading: 3<sup>rd</sup> grade-89%, 4<sup>th</sup> grade-53%, and 5<sup>th</sup> grade-95%. Passing rates for the 2009 math TAKS test were as follows: 3<sup>rd</sup> grade-78%, 4<sup>th</sup> grade-58%, and 5<sup>th</sup> grade-89%. Seventy-six percent of 5<sup>th</sup> graders passed the science TAKS, and 77 percent of 4<sup>th</sup> graders passed writing. Scores of the Hispanic population are lower than other ethnic populations in all areas. Economically disadvantaged students scored consistently lower than the whole in all areas. Professional development, instructional support, and the ability to better provide support services to parents and the community are other needs identified for program transformation as the result of the data analysis.</p> <p>With basic student achievement data analyzed, the Wilson Elementary principal and Curriculum, Instruction and Assessment (CIA) team compiled input from all stakeholders, including the leadership team, staff, parents and community members, to create a focus for the work the TTIPS grant will make possible. The Wilson School will concentrate transformation efforts over the life of this grant to:</p> <ol style="list-style-type: none"> <li>1) Build time through creative scheduling for teachers to collaborate with a focus on observing and sharing lessons for the purpose of learning from one another. The provision of structured time for teachers to practice and plan for strategy implementation will be created by using new personnel to implement the Ready Body, Learning Minds program for motor development for the whole campus, as well as from the provision of time for systematic computer-based interventions.</li> <li>2) Provide interventions which are systematic and research-based so that students begin to achieve at higher levels of success in math and reading. Consistent provision and use of fact fluency software with grades 2-5 as well as problem solving software in grades 3-5 in the school computer lab and with wireless laptops in the classroom are planned. Implementation of the Fountas and Pinnell systematic sheltered reading intervention in grades K-3 and implementation of a research-based math intervention curriculum in grades K-5 will focus on those students already at RTI Tiers II and III (Pyramid of Interventions). Providing students with adequate resources in Spanish is the foundation of the intervention strategies to be used to address the unique and varied instructional and curriculum needs of English Language Learners.</li> <li>3) Provide professional development which will assist Wilson Elementary teachers in making accommodations to meet the specific instructional needs of their students. Ruby Payne training will provide training in best ways to deal with students raised in poverty. Teacher Coaches/Teacher Leaders will learn how to help teachers set personal goals for improvement of their classroom practices, while teachers will use similar strategies for setting their own learning goals. Teachers will practice instructional strategies they have already learned including differentiation, Sheltered Instruction, ELPS instruction, and mathematics research-based strategies to further improve their practice and create learning experiences to meet the need of all students.</li> <li>4) Develop a parent and community involvement program which meets the needs of the Wilson campus as well as all of its stakeholders. This will be done through researching successful parental involvement programs in other schools as well as attending parental involvement forums and conferences to gain access to ideas. The focus of this research and implementation will be to customize a program for Wilson School which meets the needs of economically disadvantaged families as well as Hispanic populations to generate parent involvement through parent education and use of school facilities.</li> </ol>		

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>															
<b>Part 1: Comprehensive Needs Assessment</b>															
<b>Section A: Campus Grade Levels</b>															
<b>Type of School</b>	<b>Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant</b>														
	<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
Public School	0	80	86	64	73	73	62								438
Open-Enrollment Charter School															0
<b>Total Students:</b>	<b>0</b>	<b>80</b>	<b>86</b>	<b>64</b>	<b>73</b>	<b>73</b>	<b>62</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>438</b>
<b>Total Instructional Staff</b>														<b>34</b>	
<b>Total Support Staff</b>														<b>24</b>	
<b>Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process</b>															
<b>1</b>	Wilson Campus Improvement Plan														
<b>2</b>	Parent Surveys														
<b>3</b>	Student Academic Achievement Data														
<b>4</b>	Professional Development activities for 2009-2010 and 2010-2011														
<b>5</b>	Technology resources information														
<b>6</b>	Budget Data														
<b>7</b>	Current Campus Schedule and School Calendar														
<b>8</b>	PEIMS 425 Discipline Data														
<b>9</b>	Teacher Walk-Through and Instructional Data														
<b>10</b>															

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<p><b>Part 1: Comprehensive Needs Assessment Cont.</b></p>		
<p><b>Section C: Process</b> Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p><b>Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.</b></p>		
<p>Wilson Elementary identified the current needs of the campus through discussions with the Curriculum, Instruction, and Assessment team (CIA) (including the principal, interventionist, literacy coordinator, ELL teacher, and inclusion teacher), the campus leadership team, the booster club board, grade level teams, and whole faculty. The principal met individually with grade level teams to explain the TTIPS grant along with its purpose and requested input asking them to think-outside-the-box to address instructional needs. The principal articulated the goal of this grant, which is to build capacity in the professionals on this campus over the next three years by providing resources and training as well as time to develop instructional practices, all for the purpose of increasing student academic achievement. Staff gave input in the grade level meetings and throughout the grant-writing process through conversations with the principal and CIA team as well as by giving input on ideas via email. Staff had conversations during professional learning communities centered around these questions:</p> <ol style="list-style-type: none"> <li>1. What is it that we need in order to do our jobs more effectively?</li> <li>2. How can I use the items I am asking for to help build capacity in myself or my students over the next three years?</li> <li>3. What are we already doing that needs to be ramped up in order to be effective?</li> <li>4. What are we already doing that is not being implemented as it should? How can we ensure that implementation occurs?</li> <li>5. How will we sustain what we learn over the next three years to ensure that students are achieving?</li> </ol> <p>Wilson Elementary CIA team and administration team also used data from multiple sources to identify current needs of the campus. Information provided on current instructional programs, educational offerings, and goals was provided by the Campus Improvement plan. This information was used to evaluate the effectiveness of programs already in place. Parent surveys provided information on potential needs of parents and their families. Student achievement data from state (TAKS testing, TPRI, OS), federal (AYP), and local (benchmark and student coursework) assessment reports was reviewed to determine instructional weakness, gaps in the curriculum used, need for professional development, and the effectiveness of instructional scaffolding used with students academically unsuccessful. Professional development activity data was analyzed to determine number of staff attending, type of professional development offered, current use of information learned, and future needs when tied back to student data. Technology resources information was analyzed to evaluate current availability of, use of, and training needed in the integration of technology into instructional practices. Budget data was analyzed in the discussion of supplement vs. supplant issues. Budget data was also used in discussions pertaining to implementation sustainability and the provision of equity in education for students in special programs. The current school calendar and daily schedules were evaluated to set benchmarks in current learning time. The calendar and schedule were evaluated for flexibility for possible changes that could facilitate the provision of additional learning/instructional time and teacher teaming time. PEIMS 425 discipline data was analyzed in relationship to prior years data to determine patterns of behavior over time as well as to identify specific teachers in need of assistance or mentoring in methods of classroom management. Teacher Walk-Through and Instructional data was analyzed to determine which instructional strategies were being consistently implemented and why some were not.</p> <p>All data and discussions pertaining to specific data were treated with undue care with respect to maintaining confidentiality.</p>		

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<b>Part 1: Comprehensive Needs Assessment Cont.</b>			
<b>Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.</b>			
<b>1</b>	Curriculum, Instruction, and Assessment Team – consisting of the campus principal, instructional interventionist, and literacy coordinator		
<b>2</b>	Wilson Elementary Leadership Team – consisting of parent and community representatives, campus administration and instructional staff		
<b>3</b>	Wilson Elementary Faculty and Staff		
<b>4</b>	Wilson Elementary Booster Club Board		
<b>5</b>	Wilson Elementary Parents		
<b>6</b>			
<b>7</b>			
<b>8</b>			
<b>9</b>			
<b>10</b>			

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<b>Part 2: Project Management</b>		
<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.		
<p>A. <b>Increase Teacher and School Leader Effectiveness:</b> ► Wilson Elementary School will use grant funds to provide leadership training for the principal specific to meeting the needs of economically disadvantaged students, the effective development and utilization of assessment data for improvement of campus performance, and leadership coaching to improve the capacity of the campus principal for guiding this campus to success. The principal will become well-versed in strategies for use with learners from poverty and will be able to train staff in their use as a result of the training. Wilson will also use funds to provide for a Leadership coach for the principal. ► Wilson Elementary School will research motivating factors for campus staff and examine effective incentive models for the development of their own model for identifying and rewarding leaders, teachers, and other staff who have increased student achievement through the implementation of the transformation model on a consistent basis. Wilson will use grant funds to provide for the costs of the incentives, whether monetary or non-monetary in nature. Wilson will also use grant funds to provide additional professional development activities and mentoring to teachers who are behind in improving their professional practices in an attempt to provide every opportunity for success (those teachers who do not meet performance criteria after repeated opportunities to improve, will be dismissed.) ► Wilson Elementary School will use grant funds for the provision of job-embedded learning opportunities for all instructional staff to include Sheltered Instruction strategies for ELL learners, differentiation for meeting the varied needs of all students, use of C-Scope curriculum supplementation, positive behavior support, mathematics content and instructional strategies, and understanding children of poverty training provided by Ruby Payne. The literacy coordinator and interventionist staff will become trainers of teachers and will be able to train and coach faculty in the use of the professional development provided. Grant funds will also be used to provide additional training to the literacy coordinator and interventionist staff for the purpose of becoming teacher coaches who can provide direct classroom modeling and observation as well as assistance in data analysis and utilization for the prompt improvement of teaching practice and development of effective intervention strategies. Grant funding will be used to provide additional professional development from the Schlechty Center for the development of effective lesson design, coaching protocols, and school transformation guidance/direction for all staff. ► Wilson Elementary School will use grant funds in the implementation of a teacher/principal designed plan which will be used for promoting teacher recruitment and retention.</p> <p>B. <b>Comprehensive Reform Strategies:</b> ► Wilson Elementary School will use grant funding to conduct comprehensive curriculum and instructional audits to ensure that the instructional program is research-based and vertically and horizontally aligned with the TEKS. ► Funding will also provide appropriate tools and support system to be used for continuous formative, interim, and summative assessment of student data and it's application towards meeting the academic needs of students.</p> <p>C. <b>Increase Learning Time and Creating Community-Oriented Schools:</b> ► Wilson Elementary School will use grant funding to establish schedules and strategies that provide for increased learning time within the school day and the annual school calendar. ► Wilson Elementary School will use grant funding for the implementation of a Transformation Team designed program to promote increased parental involvement through the provision of coordinated student/parent centered educational activities. Community involvement at Wilson School will coordinated through the use of a school based support service liaison who provides those in need with information on issues such as food, shelter, clothing, abuse prevention, suicide prevention, etc..</p> <p>D. <b>Provide Operational Flexibility and Sustained Support:</b> ► Wilson Elementary School will function with sufficient operational flexibility such as staffing, school calendar/daily schedules, and budgeting during implementation of transformation processes during the TTIPS Grant period. Policy and procedures will be evaluated for needed change, teacher schedules will be modified, and full accessing the campus level budget processes will be integral part s of program implementation. ► The Wilson Elementary School administration, with the assistance of central administration, will ensure the campus will receive ongoing technical assistance and related support from the Region 16 ESC Title I personnel, SIRC, and the District Shepherd to fully facilitate program implementation for the sole purpose of improving student academic performance.</p>		



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<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Partnership/Involvement of Others</b> – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
<p>Upon first learning of the TTIPS Grant, District administrators, met with the principal of Wilson Elementary to discuss eligibility for application to the grant, as well as the grant program assurance requirements and the educational opportunities that could be afforded to the school's learning community. The principal met with Director of Elementary School Programs to discuss in more detail the possibilities of the grant following her meeting with Region 16 ESC staff. The principal then met with the campus Curriculum, Instruction, and Assessment (CIA) team - composed of the principal, interventionist, and literacy coordinator as well as ELL teacher and inclusion staff- to discuss grant eligibility and to begin the planning stages for Wilson School campus. The CIA team looked at the needs on the campus that were not adequately addressed and used that basic list to create a school transformation vision list for personnel, time needs, and resources to meet those needs. The team identified programs that are already in place that needed to be improved, as well as personnel who were in place who have been cut due to budget restraints. After this initial planning session, the TTIPS grant opportunity was presented to the leadership team by the CIA team and the leadership team assisted with presenting to the faculty. The Leadership team examined the 2009-2010 campus plan to evaluate effectiveness of programs already in place and to help identify areas which can be further supported to facilitate ongoing improvement. Brainstorming and creative, outside-the-box thinking were employed by all groups to address needs found by examining data. Staff was involved in the process by utilizing a brainstorming process for each of the four areas of the transformation model coupled with a list of resources needed to improve Wilson School over time. The CIA consulted with the Wilson Booster Club Board, which consists primarily of parents and community members, to evaluate programs already in place as outlined by the campus plan and gather feedback regarding which programs need to be continued, improved, or discontinued. This group also brainstormed ideas for how parental involvement could be improved on Wilson School campus and how student needs could be met more fully. Parent survey information obtained by the district this school year was also used to determine needs, concerns, and areas to address. Parents are currently being informed of this grant opportunity through press releases, through ongoing communication updates throughout this process, such as during Title I Parent Meetings and end of school events, and upon introduction of new programs and staff as part of the transformation process.</p>		

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<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Management of Grant Activities</b> – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
<p>Wilson Elementary school will modify its practices and/or policies in a variety of ways to ensure the full and effective implementation of the TTIPS Grant interventions.</p> <p>Wilson Elementary will dismiss school at 3:30 p.m. instead of 3:00 beginning in the 2010-2011 school year in order to provide more learning time for students. Wilson began implementation of Breakfast in the Classroom in the 2009-2010 school year and has provided free breakfast for all students and teachers in school each day. This has helped improve attendance and the ability of students to concentrate in the mornings due to adequate nutrition. However, implementation of breakfast has now affected instructional time in all grade levels and by as much as thirty minutes in kindergarten. Wilson will be modifying school hours as well as the schedules of some support staff for the purposes of supervision of bus students before and after school to free additional time for teachers to team and plan. Increasing instructional time by thirty minutes will assist teachers in implementing ninety-minutes of reading and math instruction while allowing more flexibility with scheduling interventions within the school day as well.</p> <p>Wilson School prescribes to the teachings of Maslow's Hierarchy of Needs Research and believes that meeting students' physical and emotional needs FIRST help enable and motivate students to achieve at more abstract levels of development. As meeting the physical and emotional needs of students has become a focus, it was found that more time in the school day is needed to improve consistent implementation of instructional programs.</p> <p>At the District level, local policy has recently been amended to allow for extended professional development for teaching and administrative staff. The Pampa ISD School Board will be flexible and very open to making necessary changes to ensure student success to meet academic needs with new, transparent, rigorous teacher and principal evaluations, recruitment and retention plans, reward systems, re-structuring staff, and providing operational flexibility and sustained support. These changes will be reflected in the staff handbook.</p>		

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<b>Resource Management</b> – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>Wilson Elementary School will align the Tier III Transformation Program TTIPS Grant funding with other federal, state, local, and community funds to supplement transformation programs and activities already in place. Wilson Elementary School receives Federal Title I funds which are currently allocated to the acquisition of highly-qualified Title 1 teachers and reading recovery teachers, and parent and community involvement projects. TTIPS funding will be used to further provide instructional staff with research based professional development and a teacher instructional support venue. TTIPS funding will also be used to support a new reward system for teachers who are successful in increasing student academic successes due to transformation strategy implementation. In addition, TTIPS funding will provide for recruitment and retention plan strategy implementation to promote sustainability of keeping highly qualified, highly trained teachers on the Wilson Elementary School Campus.</p> <p>Wilson Elementary School receives Federal Idea B funding for the educational supplementation of the Special Education Program. These funds are used primarily for the acquisition of highly-qualified Special Education teachers and instructional aides in the Wilson Elementary WIN unit and inclusion program. TTIPS grant funding will be used to supplement provision of age appropriate activity equipment for WIN students and to provide additional professional development to instructional aides in research based instructional practices effective with students of special needs. Wilson Elementary School receives local funding from area education foundations. Those funds are used to purchase educational software, recorded texts for dyslexic students, and special books for third grade Reading Workshop literacy program. TTIPS Grant funding would be used to improve data collection of individual student information provided through the Reading Workshop literacy program through the purchase of I-pads for use by teachers. Grant funding would also be used to increase the number of reading books and recorded texts.</p> <p>Wilson Elementary school currently receives State ARI and AMI funding but has met student success standards which will result in the loss of this funding. TTIPS Grant funding will be used to sustain instructional practices and reading/math intervention programs which originally contributed to student successes.</p>		

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<b>Grant Project Manager Qualifications</b> – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
The project manager (District Shepherd) for the TTIPS Grant to be selected by Wilson Elementary School will be based on the following qualifications:		
<ol style="list-style-type: none"> <li>1. The Wilson Elementary School District Shepherd has a diverse knowledge base which will allow them to more fully understand the unique needs of economically disadvantaged, special needs, limited English proficient/bilingual, chapter 42 school district students and school staff and the complexities involved in serving those needs.</li> <li>2. The Wilson Elementary School District Shepherd has a vested interest in seeing that the Tier III Transformation Program is fully and effectively implemented. Visible evidence of this commitment and dedication will enable the District Shepherd to actively generate a positive school culture in the face of sometimes difficult, but always positive change.</li> <li>3. The Wilson Elementary School District Shepherd has full access to the Superintendent and the Transformation Team and uses this access for effective, timely communication for the purpose of problem-solving, provision of technical assistance, and program evaluation.</li> <li>4. The Wilson Elementary School District Shepherd is knowledgeable about the details of running a school district central office, a school campus, and of departmental procedures and district legal and local policies which will be used to ensure appropriate and timely transformation activity implementation can occur with a minimum of difficulty.</li> <li>5. The Wilson Elementary School District Shepherd will possess the skills to give instructional feedback and analyze instructional programs.</li> <li>6. The Wilson Elementary School District Shepherd will have the ability to coach leaders in the development of plans that best meet the needs of Wilson students.</li> <li>7. The Wilson Elementary School District Shepherd has good listening skills, communication skills and the ability to make staff they work with feel "safe" when they reach out for help.</li> </ol>		

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<b>LEA Support</b> – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>Wilson Elementary School will first provide for the physical needs of the District Shepherd by designating a secure work space with a computer, computer privileges (including access to PEIMS and student data), and telephone. The District Shepherd will be issued school identification, parking, and keys.</p> <p>The second provision for the District Shepherd will be new employee orientation training which includes a review of the staff handbook, the student handbook, including the Student Code of Conduct, pertinent Board policy and school procedures, and required notices pertaining to sexual harassment, blood borne pathogens, confidentiality, etc. All trainings serve to further acquaint the District Shepherd with details of the Wilson School campus and learning environment. The District Shepherd is introduced to the Wilson School Board and develops a working relationship with the school and district business manager.</p> <p>Before arrival of, during orientation with staff, and after the District Shepherd has formally committed to Wilson School, the District Superintendent and Transformation Team have been communicating the role and responsibilities of the District Shepherd with all stakeholders through use of the local newspaper, the District/Campus web page, in parent meetings, staff meetings, and student gatherings. The District Shepherd begins to attend all Transformation Team meetings, professional development, and appropriate staff meetings and becomes an integral part of the Wilson School educational transformation process.</p>		

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<b>Program Continuation and Sustainability</b> – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>Wilson Elementary School is proposing as few new personnel as possible in order to sustain the intervention strategies after the grant period ends. One major focus is the creation of extra time so that teachers and staff are able to develop instructional skills which will carry implementation of the CSCOPE curriculum and lesson design forward into subsequent years. The intervention programs which are purchased have been carefully selected to ensure that the costs to update those programs are manageable. Leadership capacity development is provided for a variety of personnel so that continuity is more probable—including instructional coaches, principal, and teacher leaders. Strategies which are learned throughout the life of the grant through the implementation of new strategies will be shared with appropriate staff to ensure sustainability. Needs for specific additional staffing positions are being identified early and will be sustained through attrition or retirement at the campus and district level, such as the English Language Learner (ELL) teaching position itself or bilingual paraprofessional. These positions will need to be supported following the life of the grant to provide equity of programs for bilingual students. Technology is being purchased with this grant that pushes into the classroom, is portable and mobile, and can be easily used among students and teachers throughout the campus and eventual replacement will be staggered and built into the instructional campus budget with available technology grant supplementations. The locally developed teacher and principal evaluation instruments which are used as tools to increase teacher and school leader effectiveness will be audited after the grant period and modified, if necessary to promote sustainability of increasing instructional staff/principal effectiveness. The reward plan used to identify and compensate staff who have increased student achievement through the transformation program will be sustained through the use of fund raisers, supplemented through the campus activity fund, and TEA supported academic reward programs. The development and use of a non-monetary reward system will be part of the grant period system as well as part of the sustainability afterwards. The recruitment/retention plan will be sustained through the same post-grant strategies and through saving realized from decreases in teacher absence and the need for substitute teachers. Instructional reform strategies will be sustained through the teacher teaming/peer mentoring process and through the use of the regional education service center support and professional development offerings. Increased learning times will already be built into the daily schedule and the annual calendar and will be sustained after the grant ends. Extra stipends paid to teachers for extended day schedules can be supplemented by funding realized through increased campus student attendance. Operational flexibility during continuing instructional reform after the grant period will be sustained automatically by administrative personnel due to minimal costs and the proven effectiveness of the practices. Ongoing, technical assistance and related support will be sustained through the contracted support of Region 16 ESC Title personnel and through continued use of previously contracted support entities already in place and assisting the district.</p>		

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<b>External Providers</b> -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>Wilson Elementary School will use a clear, fair, well organized selection process that is open to public input for the selection of quality external service providers. Each external provider will be evaluated on knowledge, skills, and past record for successful provision of school improvement services. Each provider will be reviewed from the educational, organizational, legal, and financial perspectives. Wilson Elementary School will develop profiles of all available external providers and make selections based on the best matches to meet the specific needs identified through the comprehensive needs assessment. All selected providers must be willing and able to sign a contract which includes performance expectations and benchmarks which will be used as part of the ongoing formative and summative evaluation process in determining progress towards meeting transformation goals. Wilson Elementary School will personally interview and approve the specific person to provide the service or services. Wilson Elementary School will make use of the professional recommendations for external providers provided by the Texas Transformation Project support staff and the District Shepherd.</p>		

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<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Site Visits</b> – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
<p>Wilson Elementary School will include site visits to other schools who have proven, repeated success in meeting the needs of their students. The Transformation team will use Wilson student data and staff professional development needs assessment information to choose schools within Region 16 that are using specific intervention strategies to meet similar student needs. AEIS reports of other schools will be used to initially identify schools with similar demographics and backgrounds. Schools that can provide strategy information to meet several needs during one visit will be given preference. Regional schools will also be given first consideration for site visits in an effort to conserve travel funding and teacher time out of the classroom. Specific schools would be selected from data available from AEIS reports and from Region 16 ESC personnel recommendations.</p> <p>One specific need has already been identified by Wilson Elementary staff: effective, successful parental involvement program – how activities are selected, the process followed in which parents became active, engaged participants, and the flexible, creative use of available resources for the development of a customized program to fit the needs of parents and families.</p> <p>The expected outcomes of site visits are that detailed information and first-hand knowledge of specific strategy implementations or practices that can be brought back to the school and incorporated into the Wilson Elementary School transformation processes. It is expected that the implementation of the new strategies provide for new student academic successes that were not previously realized with other strategies.</p>		



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<p><b>Lack of Capacity</b> -- If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.</p>		
<p>Schedule not applicable: Pampa ISD has no Tier I schools.</p>		

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<b>Part 3: Intervention Model</b>		
<b>Section A: Intervention Model Selection Process</b>		
<b>Intervention Model to be Implemented</b> – Indicate the model(s) being <i>considered</i> by the LEA/campus for implementation. Indicate whether the LEA/campus will participate in the TEA Approved Model with Technical Assistance provided by the TEA-funded School Improvement Resource Center or the LEA/campus will implement its own intervention design within the requirements of the grant program.		
<div style="margin-bottom: 10px;"> <input type="checkbox"/> Turnaround         </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Closure         </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Restart         </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Transformation         </div> <div style="margin-bottom: 10px;"> <input checked="" type="checkbox"/> Tier III Modified Transformation         </div> <div style="margin-bottom: 10px;"> <input checked="" type="checkbox"/> TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center         </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Supplemental Education Services (SES) incorporated into the intervention model         </div> <p><i>Note: Applying to implement the TEA Approved Model with Technical Assistance Provided by the School Improvement Resource Center in no way implies or guarantees funding.</i></p> <div style="margin-bottom: 10px;"> <input type="checkbox"/> The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE         </div>		
<b>Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page</b>		

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

**Part 3: Intervention Model**

**Section B: Model Selection Process** –Describe in detail:

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

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

**1. The process Wilson Elementary School followed/will follow to select a school intervention model that aligns to the identified needs of the campus:**

Wilson Elementary School is identified as a Tier III School by TEA and has the choice of all four school improvement models. The **Turnaround Model** in which the campus principal and 50 percent of teachers are replaced was not selected due to the strong probability of replacing 50 percent (approximately 17) of teachers with highly qualified personnel is unlikely as Wilson Elementary School is located in the city of Pampa as one of 4 elementary schools. The replacement pool would come from community residents where 11.9% have earned bachelors degrees or higher. Replacement teachers would have to move to Pampa and/or into Gray County where the major industry is oil and gas may pose occupational challenges for family members. The district administration and initial Transformation Project team decided to keep the existing principal due to student performance showing acceptable growth under the currently implemented school improvement strategies. The principal will participate in professional development designed to improve instructional leadership skills. She will be evaluated with the newly designed/aligned evaluation instrument developed with the assistance of the Texas Transformation Project support staff. The **Closure Model** was not selected due to the fact that Wilson Elementary School closure would ensure undue over-crowding hardships on the other 3 elementary schools in the community. The **Restart Model** under which the school begins new as a Charter School was not selected because Wilson Elementary School is the educational center of their neighborhood community. It was thought that bringing in outside entities with little knowledge of the established neighborhood to run the school would prove to be detrimental to a positive learning environment. The **Tier III Transformation Model** was selected because:

- o Wilson Elementary School was not required to replace the existing principal the first year of implementation (for the reasons stated previously in this schedule);
- o The model provided for the development of a transparent evaluation instrument to evaluate the effectiveness of the principal and teachers in meeting the transformation model goals;
- o The model required the development of recruitment/retention and reward/incentive strategies for staff and the staff get to provide input into the development of the plans;
- o The model provided for on-going, high-quality, job-embedded professional development that is aligned with Wilson Elementary School's comprehensive instructional program;
- o The model makes consistent use of data provided by ongoing comprehensive needs assessments in all school improvement decision making
- o The model is designed and implemented with teacher and principal involvement to meet the specific needs of Wilson Elementary School
- o The model provides for increased learning time;
- o The model provides for an expansion of parent/community-oriented school engagement
- o The model provides a sound starting point and a support system for improving upon school operational flexibility required for full, effective implementation of school reform;
- o The model provides for extensive opportunities for Wilson Elementary School to receive ongoing, intensive technical assistance and related support from Texas Transformation Project personnel, Regional Education Service Center personnel, the Wilson Elementary School District Shepherd, and Central Administration; and
- o The model allows Wilson Elementary School flexibility in the design, the implementation, and the evaluation of the school improvement program while receiving guidance from outside expertise which ensures a successful completion of the project.

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<b>Section B: Model Selection Process Cont.</b> Responses are limited to <b>five pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>2. The timeline delineating the steps the campus will take to implement the selected intervention.</b>		
<b>Summer (2010) After Being Awarded the Tier III Transformation Model TTIPS Grant</b>		
<ul style="list-style-type: none"> <li>• Revise the District/Campus Improvement Plan to reflect the transformation model reform strategies</li> <li>• Conference with Pampa ISD business manager to discuss/plan for financial considerations associated with the TTIPS Grant</li> <li>• Formally establish the Wilson Elementary School Transformation Team from volunteers committed to school improvement</li> <li>• Establish a working relationship with SIRC personnel</li> <li>• Communicate the acquisition of the TTIPS Grant with all stakeholders</li> <li>• Make necessary policy and procedure changes with the Pampa ISD School Board of Trustees</li> <li>• Contact and make initial provision for contracts with technical assistance and related support providers</li> </ul>		
<b>Fall I (2010)</b>		
<ul style="list-style-type: none"> <li>• Select/contract for the Wilson Elementary School District Shepherd</li> <li>• Participate in the 1<sup>st</sup> Annual Pampa District Transformation Project Institute with the assistance of SIRC</li> <li>• Participate in the Pampa School District Snapshot process with the assistance of SIRC</li> <li>• Develop plan for staff incentive and award system</li> <li>• Participate in a Principal/Leader Competency Review process with SIRC</li> <li>• Design principal and teacher effectiveness evaluation instruments and get School Board approval</li> <li>• Conduct comprehensive needs assessment process and collect appropriate data</li> <li>• Use data provided by the comprehensive needs assessment to make decisions on specific intervention strategies to be used beginning January 2011</li> <li>• Plan for extended day schedule changes to be implemented second semester of 2011</li> <li>• Identify Teacher Leaders and peer trainers of teachers</li> <li>• Implement TEA based Project Share professional development and training</li> <li>• Communicate progress of TTIPS Grant Program implementation with all stakeholder</li> <li>• Classroom teachers set self improvement instructional goals</li> <li>• Common teaming and observation time is built into the schedule</li> <li>• Interview/ hire Ready Body Learning Minds Lab paraprofessional and Bilingual program paraprofessional</li> <li>• Conduct research to find a systematic intervention to use for math</li> <li>• Interview/hire an assistant principal and behavior support teacher</li> <li>• Write the first 90 day action plan for Spring I</li> </ul>		
<b>Spring I (2011)</b>		
<ul style="list-style-type: none"> <li>• Participate in a TEA and/or SIRC campus visit</li> <li>• Begin leadership coaching for the principal and lead teachers</li> <li>• Identify and contact community partners for social service support program</li> <li>• Discuss Positive Behavior options and contract for implementation support and professional development to begin Summer I/Fall II</li> <li>• Conduct first curriculum audit</li> <li>• Implement strategies decided upon in Fall I planning phase</li> <li>• Replace or retain key staff</li> <li>• Purchase additional instructional technology – Smart boards, clicker systems, digital projectors/Mobies</li> <li>• Purchase/update instructional staff laptops and PCs</li> <li>• Complete first 90-day plan evaluation for Fall I and write a 90 day plan for Summer I</li> </ul>		

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<b>Section B: Model Selection Process Cont.</b> Responses are limited to <i>five pages</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Summer I (2011)</b> <ul style="list-style-type: none"> <li>• Attend Summer Seminar training</li> <li>• Attend National Staff Development Council Summer Conference</li> <li>• Attend Assessment Conference</li> <li>• Attend Leadership Development Conference on School, Family, and Community Partnerships</li> <li>• Develop plan to recruit and retain quality staff</li> <li>• Develop job embedded professional development plan for upcoming school year and contract with providers</li> <li>• Attend Positive Behavior training and plan for program implementation Fall 2011</li> <li>• Attend Parent and Community Involvement Conference</li> <li>• Plan and implement community partner projects</li> <li>• Begin Adult Education Classes</li> <li>• Implement Summer Student and/or Student-Family Activities Programs</li> <li>• Assistant principal participate in the Texas Principals Excellence Program</li> <li>• Review progress toward goals of Spring I 90 day action plan and develop next 90 day plan for Fall II</li> </ul>		
<b>Fall II (2011)</b> <ul style="list-style-type: none"> <li>• Implement Positive Behavior program</li> <li>• Begin provision of enhanced, school based social service support</li> <li>• Teacher Leaders begin collecting observation data to guide professional development and student intervention choices</li> <li>• Conduct research to find a systematic intervention to use for math</li> <li>• Continue provision of professional development to staff and campus administration</li> <li>• Implement Adult classes in English Language Acquisition and Technology</li> <li>• Communicate progress of TTIPS Grant Program implementation with all stakeholders</li> <li>• Develop leadership survey</li> <li>• Review progress towards goals in Summer I 90-day action plan and write 90-day action plan for Spring II</li> </ul>		
<b>Spring II (2012)</b> <ul style="list-style-type: none"> <li>• Review Positive Behavior Program data to evaluate program implementation</li> <li>• Implement additional targeted professional development based on classroom observation data and student data</li> <li>• Begin the recruitment of teacher trainers who will continually provide professional development and support in the use of the information learned from the professional development</li> <li>• Replace or retain key staff</li> <li>• Participate in a TEA and/or SIRC site visit</li> <li>• Review progress towards goals of Fall II 90 day plan and develop next 90 day plan for Summer II</li> </ul>		
<b>Summer II (2012)</b> <ul style="list-style-type: none"> <li>• Attend Summer Team Training</li> <li>• Review and revise plans and contract for professional development</li> <li>• Review and revise needs assessment</li> <li>• Attend National Staff Development Council Summer Conference</li> <li>• Update plan for classroom interventions for Positive Behavior Program</li> <li>• Review progress towards goals of Spring II 90 day plan and develop next 90 day plan for Fall III</li> </ul>		
<b>Fall III (2013)</b> <ul style="list-style-type: none"> <li>• Re-administer Campus Snapshot</li> <li>• Implement revised professional development plans</li> <li>• Continue online professional development courses and face to face trainings</li> <li>• Plan strategies with central administration, school business officer, and Transformation Team members for sustaining successful Wilson Elementary School Tier III Transformation Program intervention strategies</li> </ul>		

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<b>Fall III – Cont.</b>		
<ul style="list-style-type: none"> <li>• Communicate progress of TTIPS Grant Program implementation with all stakeholders</li> <li>• Review progress towards goals of Summer II 90 day plan and develop next 90 day plan for Summer III</li> </ul>		
<b>Spring III</b>		
<ul style="list-style-type: none"> <li>• Collect data for Positive Behavior Program evaluation</li> <li>• Continue online and face to face professional development</li> <li>• Replace or retain key staff</li> <li>• Review progress towards goals of Fall III 90 day plan and develop next 90 day plan for Summer III</li> </ul>		
<b>Summer III</b>		
<ul style="list-style-type: none"> <li>• Conduct intense data review and process evaluation and make determinations of what worked (and is to be sustained) and what still needs focus?</li> <li>• Implement sustainability plan (use of instructional technology, peer trainers of teachers, 90 day action plans, data driven intervention and professional development selection, continuation of positive student behavior plan, etc.)</li> <li>• Communicate progress of TTIPS Grant Program implementation with all stakeholders</li> <li>• Review progress towards goals of Spring III and develop next 90 day plan for Fall IV</li> </ul>		

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Empty space for program description		

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<b>Section C: Groups of Participants</b> – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.			
<b>1</b>	Campus level Curriculum, Instruction, and Assessment Team – consisting of the principal, interventionists, literacy coordinator, inclusion teacher and English as a Second Language Teacher		
<b>2</b>	Wilson Elementary School Leadership Team – Site Based Decision Making Team		
<b>3</b>	Booster Club Board		
<b>4</b>	Parent Committee		
<b>5</b>	Grade Level Professional Learning Communities Teaching Team Members		
<b>6</b>	The whole Wilson Elementary Faculty and Staff		
<b>7</b>			
<b>8</b>			
<b>9</b>			
<b>10</b>			



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<b>Section D: Improvement Activities and Timeline</b>		
<p>On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.</p> <p>For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity.</p> <ul style="list-style-type: none"> <li>1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math             <ul style="list-style-type: none"> <li>A. Data-driven instruction</li> <li>B. Curriculum Alignment (both horizontal and vertical)</li> <li>C. On-going Monitoring of Instruction</li> </ul> </li> <li>2 – Increase the Use of Quality Data to Drive Instruction             <ul style="list-style-type: none"> <li>A. Data Disaggregation/Training</li> <li>B. Data-driven Decisions</li> <li>C. On-going Communication</li> </ul> </li> <li>3 – Increase Leadership Effectiveness             <ul style="list-style-type: none"> <li>A. On-going Job Embedded Professional Development</li> <li>B. Operational Flexibility</li> <li>C. Resource/Data Utilization</li> </ul> </li> <li>4 – Increase Learning Time             <ul style="list-style-type: none"> <li>A. Flexible Scheduling</li> <li>B. Instructionally-focused Calendar</li> <li>C. Staff Collaborative Planning</li> </ul> </li> <li>5 – Increase Parent/Community Involvement             <ul style="list-style-type: none"> <li>A. Increased Opportunities for Input</li> <li>B. Effective Communication</li> <li>C. Accessible Community Services</li> </ul> </li> <li>6 – Improve School Climate             <ul style="list-style-type: none"> <li>A. Increased Attendance</li> <li>B. Decreased Discipline Referrals</li> <li>C. Increased Involvement in Extra/Co-Curricular Activities</li> </ul> </li> <li>7 – Increase Teacher Quality             <ul style="list-style-type: none"> <li>A. Locally Developed Appraisal Instruments</li> <li>B. On-going Job Embedded Professional Development</li> <li>C. Recruitment/Retention Strategies</li> </ul> </li> </ul>		

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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1-C Improve Academic Performance Through On-Going Monitoring of Instruction	Improve Student Achievement in Reading/ELA through the implementation of Reading Coaching Instructional Models	The Reading Coaching model encourages students to learn for themselves (or, learn how to learn in their own unique ways) from a wealth of available resources provided by the Reading Coach.	Marsh, Julie, et. al., "Supporting Literacy Across the Sunshine State: A Study of Florida Middle School Reading Coaches." <i>RAND Corporation</i> <a href="http://www.rand.org">www.rand.org</a> , 2008	November 2010	May 2013 with plans to continue after grant period ends
1-A. Improve Academic Performance Through the Use of Data Driven Instruction	Improve student achievement in Reading/ELA through the implementation of a variety of systematic reading intervention instructional models	Early and consistent implementation of systematic reading interventions is proven successful in elementary level students	Resnick, L.B., et. al., "An Interesting Tension: Performance Standards and Accountability Measures in Reading and Writing Grade by Grade." <i>National Center on Education and the Economy and University of Pittsburg</i> , 2009	November 2010	May 2013 with plans to continue after grant period ends
1-C Improve Academic Performance Through On-Going Monitoring of Instruction	Improve Student Achievement in Mathematics through the implementation of Math Coaching Instructional Models	Early and consistent implementation of systematic mathematics interventions is proven successful in elementary level students	Sherman, H., et. al., "Teaching Learners Who Struggle with Math." <i>Systematic Interventions and Remediation, 2<sup>nd</sup> Ed., Book News, Inc. Portland, OR</i> 2009	November 2010	May 2013 with plans to continue after grant period ends
1-A. Improve Academic Performance Through the Use of Data Driven Instruction	Implement a Spanish language based reading recovery intervention	Early reading interventions in Spanish is proven successful with early primary level Bilingual learners	Escamilla, K., et. al., "An Examination of Sustaining Effects In Descubriendo la Lectura Programs." <i>Literacy Teaching and Learning: An International Journal of Early Reading and Writing</i> , 3(2), p 59-81 1998	November 2010	May 2013 with plans to continue after grant period ends
1-A , 1C Improve Academic Performance Through the Use of Data Driven Instruction/ Ongoing Monitoring of Instruction	Improve Student Achievement in Reading/ELA through fidelity in the use of research-based instructional methods of classroom teachers	Effectiveness of classroom teacher directly impacts student academic performance. Teacher coach and principal will document actual use of instructional methods and provide support to teachers in need of assistance.	Keller, B. "Coaching Teachers to Help Students Learn." <i>Education Week</i> , V27 n15 p 22-24, Dec 2007	January 2011	May 2013 with plans to continue after grant period ends

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

<b>CSF Milestone</b>	<b>Additional Improvement Activity</b>	<b>Rationale</b>	<b>Supporting Research</b>	<b>Timeline Begin Date</b>	<b>Timeline End Date</b>
1-C Improve Academic Performance Through Ongoing Monitoring of Instruction	Improve Student Achievement in all academic subjects by improving the quality of principal effectiveness	Research indicates the importance of principal's work in positively impacting student learning because of their indirect influence on teachers' practices through the fostering of collaboration and communication around instruction.	Supovitz, J., Sirinides, P, May, H.; 2010 How Principals and Peers Influence Teaching and Learning; 2010 Educational Administration Quarterly, v46 n1 p31-56	January 2011	May 2013 With plans to continue after grant period ends
1-A Improve Academic Performance Through the Use of Data Driven Instruction	Improve Student Achievement in all subjects through the provision of high-quality, job-embedded professional development opportunities for instructional staff	Teachers who participated in the PD during implementation of a reform curriculum had approximately a one standard deviation advantage in their students' achievement over those who did not.	Doppelt, Y. et. Al.; 2009 Evaluating the Impact of a Facilitated Learning Community Approach to Professional Development on Teacher Practice and Student Achievement; Research in Science & Technological Education, v27 n3 p339-354	January 2011	July 2013 With plans to continue after grant period ends
1-B Improve Academic Performance Through Curriculum Alignment	Improve Student Academic Achievement in all subjects through the use of the vertically/horizontally aligned (with the TEKS) C-Scope Curriculum by classroom teachers	The Texas Education Service Center Curriculum Collaborative (TESCCC) developed CSCOPE, a comprehensive curriculum support system encompasses resources for implementation, monitors the curriculum and establishes an accountability process.	Martone, Andrea; Sireci, Stephen G., "Evaluating Alignment between Curriculum, Assessment, and Instruction." <i>Review of Educational Research</i> . V79 n4 p1332-1361 2009	Nov 2011	July 2013 with plans to continue after grant period ends
1-A Improve Academic Performance Through the Use of Data Driven Instruction	Expand the use of research-based instructional technology tools in the classroom and common areas for use by teachers and students	The use of research-based instructional technology tools better meets learning styles and needs of a population weaned on tech based tools and applications; utilizing wait time for instructional purposes through the use of technology assisted subject matter will provide content as well as assist with behavior management by keeping student engaged.	Rothkopf, R. "An Immodest Proposal for Teachers: Pedagogic Information Supports for Teachers." <i>Teachers College Record</i> . V111 n4 p 164-179, 2009	Jan 2011	July 2013  With plans to continue after grant period
1-A Improve Academic Performance Through the Use of Data Driven Instruction	Implement Math Lab	Math Lab learning stations in early elementary classrooms uses strategies which employ varied learning styles including tactile and kinesthetic learning formats proven effective with young learners	New Your State Education Dept., Albany, Bureau of Curriculum Development. "Suggestions for Teaching Mathematics Using Laboratory Approaches, grades 1-6. Number and Numeration." 1989	Jan 2011	May 2013 with plans to continue after grant period ends
1-A Improve Academic Performance Through the Use of Data Driven Instruct.	Change physical learning environment	The use of tables in place of individual student desks in the classroom facilitates student learning communities and hands-on lab situations	Kennedy, M., "Room for Adjustment." <i>American School and University</i> . V 79 n2 p29-31, Oct 2006	Nov 2011	May 2013 with plans to continue after grant period ends

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<b>Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction</b>					
<b>CSF Milestone</b>	<b>Additional Improvement Activity</b>	<b>Rationale</b>	<b>Supporting Research</b>	<b>Timeline Begin Date</b>	<b>Timeline End Date</b>
2-A, 2-B Data Disaggregation, Training, & Data Driven Decisions	Provide professional development to principal and instructional staff in authentic assessment, data collection, and data analysis, and use of data	Professional development will allow all instructional staff and principal to make full use of data in valid decision making in a sustained manner	Bernhardt, Victoria L., "Data-Driven Decision Making Takes a Big-Picture View of the Needs of Teachers and Students." <i>Journal of Staff Development</i> . V30 n1 p24-27 Win 2009	Jan 2011	May 2013  With plans to continue after grant period ends
2-A, 2-B, 2-C Data Disaggregation, Training, Data Driven Decisions and On-going Communications	Expand authentic student assessment process by adding eInstruction Technology including "Clicker" systems	Classroom teachers to attain 100% of classroom participation and quickly assess student performance and target instruction. Teachers can communicate results with every student in class to accelerate learning.	Ratto, M., et. al "The ActiveClass project: Experiments in encouraging classroom participation." <i>CSEL'03: Computer Support for Collaborative Learning</i> 2003.  Bangert-Drowns, R., et. al., "Effects of Frequent Classroom Testing." <i>Journal of Educational Research</i> . V85 pg 89-99, 1991.	January 2011	May 2013  With plans to continue after grant period ends
2-A, 2-B, 2-C Data Disaggregation, Training, Data Driven Decisions and On-going Communications	Participate in Campus Snapshot process and conduct comprehensive needs assessment as well as periodic formative and summative evaluations of intervention implemented interventions	The campus snapshot provides a complete set of data to be used in the comprehensive needs assessment process. The comprehensive needs assessment is a systematic way of determining needs, examining their nature and causes, and setting priorities for future action.	Park, Vicki; Datnow, Amanda, "Co-Constructing Distributed Leadership: District and School Connections in Data-Driven Decision-Making." <i>School Leadership &amp; Management</i> . V29 n5 p477-494 Nov 2009	Jan 2011	July 2013  With plans to continue after grant period ends
2-A, 2-B, 2-C Data Disaggregation, Training, Data Driven Decisions and On-going Communications	Conduct comprehensive curriculum audits	To be conducted to ensure content taught is horizontally and vertically with the TEKS; Data used to validate fidelity in use of research based instructional practices	Poston, W., "Pretending To Know What We Don't Know: A Constructivist Look At Current Assessment Findings in Curriculum Audits." <i>International Journal of Educational Reform</i> . V6 n9 p 55-58. May 2009	June 2011	July 2013
Add additional pages as needed.					

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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 3: Increase Leadership Effectiveness</b>					
<b>CSF Milestone</b>	<b>Additional Improvement Activity</b>	<b>Rationale</b>	<b>Supporting Research</b>	<b>Timeline Begin Date</b>	<b>Timeline End Date</b>
3C Resource/ Data Utilization	Develop and use Principal Leadership Survey	Leadership survey is used to monitor principal growth in effectiveness; reflection on practice, results in improved performance	Goldring, E., et. al., "Measuring the Learning-Centered Leadership Expertise of School Principals." <i>Leadership and Policy in Schools</i> . V8 n2 p 197-228, 2009	January 2011	May 2013 with plans to continue after grant pd. ends
3-A, 3-B On-going Job Embedded Professional Development	Participation with SIRC in Leadership Coaching with Principal, Interventionists, and Literacy Coordinator	A required part of the Texas Transformation Program which provides expertise and guidance in research based practices for the specific purpose of increasing leadership effectiveness; Training key administrative staff in leadership skills provides increased operational flexibility	Sparks, D., "Cognitive Coaching: An Interview with Robert Garmston." <i>Journal of Staff Development</i> . V11 n2 p 12-15, Spr 1990.	Jan 2011	July 2013  With plans to continue after grant period ends
3-A; 3-B On-going Job Embedded Professional Development ; Operational Flexibility	Provide data-driven on-going job embedded Professional Development to Principal and Lead Teachers	Provides the means to acquire new knowledge and skills necessary for professional growth and for sustainability of research based school improvement practices; training key administrative staff in leadership skills provides increased operational flexibility	Fogarty, Robin; Pete, Brian, "Professional Learning." <i>Phi Delta Kappan</i> . V91 n4 p32-34 Dec 2009-Jan 2010	Jan 2011	July 2013  With plans to continue after grant period ends
3-C Resource/ Data Utilization	Design and create transparent, rigorous principal evaluation instrument which includes performance goals of Tier III Transformation intervention program.	Provides venue for documentation of principal effectiveness or lack thereof	Goldring, E., et. al., "Measuring the Learning-Centered Leadership Expertise of School Principals." <i>Leadership and Policy in Schools</i> . V8 n2 p 197-228, 2009	Jan 2011	July 2013  With plans for continuation after grant period

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<b>Critical Success Factor 4: Improve Learning Time</b>					
<b>CSF Milestone</b>	<b>Additional Improvement Activity</b>	<b>Rationale</b>	<b>Supporting Research</b>	<b>Timeline Begin Date</b>	<b>Timeline End Date</b>
4-A Flexible Scheduling	Extend the school day: 8:00 – 3:30	Day extension will provide additional time for breakfast for all students and 90 minutes of ELA and Math instruction daily	Gewertz, C., "Consensus on Increasing Learning Time Builds." <i>Education Digest: Essential Readings Condensed for Quick Review</i> . V74 n7 p 48-54. Mar 2009	Jan 2011	May 2013 With plans to continue after grant period ends
4-B;4-C Staff Collaborative Planning; Instructionally focused calendar	Fully implement time in the daily schedule and school year calendar for collaborative planning by staff	Formally scheduled collaborative planning time provides venue for peer mentoring, data analysis, planning, and program evaluation for the specific purpose of improving student academic performance	Troen, V., et. al., "Team Spirit: Teachers Work Together to Establish and Achieve Key Goals." <i>Journal of Staff Development</i> . V31 n1 pg. 59-62. Feb 2010	Jan 2011	May 2013 With plans to continue after grant period ends
4-A Flexible Scheduling	Expand the access of research based instructional technology tools to individual students	Laptops assigned to individual students provides school day flexibility and increased learning opportunities through the provision of computer-based interventions and learning tools	Gewertz, C., "Consensus on Increasing Learning Time Builds." <i>Education Digest: Essential Readings Condensed for Quick Review</i> . V74 n7 p 48-54. Mar 2009	Jan 2011	May 2013 With plans to continue after grant period ends
4-A Flexible Scheduling	Hire additional paraprofessionals	Additional Bilingual program personnel provides additional learning time opportunities to Bilingual students in small group intervention settings; A full time computer lab paraprofessional provides additional technology based learning time for students and additional collaboration time for teachers; Additional kindergarten personnel provides flexibility in classroom learning time	Causton-Theoharis, J., et. al., "Paraprofessionals: "Sous-Chefs" of Literacy Instruction." <i>Teaching Exceptional Children</i> . V 40 n1 p 56-62, Sep-Oct 2007  Suter, J., et. al. "Numbers the Count: Exploring Special Education and Paraprofessionals Service Delivery in Inclusion-Oriented Schools." <i>Journal of Special Education</i> . V43 n2 p 81-93, 2009	Jan 2011	May 2013 With plans to continue after grant period ends
4-A Flexible Scheduling	Hire special education teacher	Additional personnel will assist students in inclusion classroom and provide additional learning time/one-on-one instructional time for students	Watts, R., et. al. "A Study on the Effects of Smaller Class Size on Student Achievement." <i>ERS Spectrum</i> . V 26 n4 p 21-30, Fall 2008	Jan 2011	May 2013 With plans to continue after grant period ends
Add additional pages as needed.					

**Critical Success Factor 4: Improve Learning Time**

<b>CSF Milestone</b>	<b>Additional Improvement Activity</b>	<b>Rationale</b>	<b>Supporting Research</b>	<b>Timeline Begin Date</b>	<b>Timeline End Date</b>
4-B Instructionally focused calendar	Implement A Summer Community Involvement Program	Extended learning times scheduled into Summer break would provide life experience opportunities such as dance, fine arts, music, athletics, science projects, etc. to students and their families	McLaughlin, B, et. al. "Building Quality in Summer Learning Programs: Approaches and Recommendations." <i>Wallace Foundation</i> . <a href="http://www.wallacefoundation.org">www.wallacefoundation.org</a> , 2009	June 2011	July 2013 with plans to continue after grant period

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<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule #4B—Program Description</b>					
<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 5: Increase Parent/Community Involvement</b>					
<b>CSF Milestone</b>	<b>Additional Improvement Activity</b>	<b>Rationale</b>	<b>Supporting Research</b>	<b>Timeline Begin Date</b>	<b>Timeline End Date</b>
5-A, 5-B Increased Opportunities for Input; Effective Communication	Attend Parent and Community Involvement Conference	Attendance would provide information about effective practices and program implementation of successful parental involvement strategies to specifically meet the needs of Wilson students; Attendance would provide vehicle for parental input and communication	Woolls, B., "Keeping Up: Personal Staff Development." <i>School Library Media Activities Monthly</i> . V25 n9 p 55-58, May 2009  Aten, Angela; Mueller, Deborah; New, Diane; Peschang, Teresa, "Parent Involvement: Improving School Climate and Strengthening Relationships Among the Parent Community." Dissertations/Theses	June 2011	July 2013
5-C Accessible Community Services	Develop student mentor program with community partners	Provision of role models for students builds relationships to improve self-esteem and assists with behavioral and emotional problems	Boradbert, R., et. al., "Community Education and Youth Mentoring: How to Build Good Practice." <i>Australian Journal of Adult Learning</i> . V49 n2 p 318-351, 2009	Jan 2011	July 2013 with plans to continue after grant period ends
5-A, 5-B Increased Opportunities for Input; Effective Communication	Implement system for take-home books	Provision of copies of books for students to take home and keep ensures families have access to books to read to their children at home	Wittman, B., "Getting the Community Hooked." <i>Principal Leadership</i> v8 n2 p 52-55, Oct 2007	Jan 2011	May 2013 with plans to continue after grant period ends
5-A, 5-B, 5-C Increased Opportunities for Input; Effective Communication; Accessible Community Services	Provide Adult Education Classes to parents and community members	Provision of training for parents/community builds capacity and strengthens the bonds between home, the community and school	Wittman, B., "Getting the Community Hooked." <i>Principal Leadership</i> . V8 n2 p 52-55, Oct 2007	June 2011	July 2013 with plans to continue after grant period ends



**Critical Success Factor 5: Increase Parent/Community Involvement - Continued**

<b>CSF Milestone</b>	<b>Additional Improvement Activity</b>	<b>Rationale</b>	<b>Supporting Research</b>	<b>Timeline Begin Date</b>	<b>Timeline End Date</b>
5-A, 5-B Increased Opportunities for Input; Effective Communication	Include parent and community members as part of the Transformation Team	A valid way to obtain input from those with a vested interest in the school as well as a good way to keep the community informed about Wilson Elementary School improvement project	Aten, Angela; Mueller, Deborah; New, Diane; Peschang, Teresa, "Parent Involvement: Improving School Climate and Strengthening Relationships Among the Parent Community." Dissertations/Theses	Summer 2010	Summer 2013 with plans to continue after grant period ends
5-C Accessible Community Services	Designation of a "Community Liaison"	The Community Liaison's duty is to provide information to the parents and community members on services available in times of need (shelter, clothing, medical or dental care, counseling, transportation, suicide prevention, abuse, etc.) Research shows that one important source of information about community support services comes from word of mouth.	Denton, M., "Where Would You Turn for Help? Older Adults' Awareness of Community Support Services." <i>Canadian Journal on Aging</i> . V27 n4 p 359-370, 2008	Jan 2011	July 2013

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<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 6: Improve School Climate</b>					
<b>CSF Milestone</b>	<b>Additional Improvement Activity</b>	<b>Rationale</b>	<b>Supporting Research</b>	<b>Timeline Begin Date</b>	<b>Timeline End Date</b>
6-A, 6-B Increased Attendance; Decreased Discipline Referrals	Provide engaging, rigorous classroom instructional learning activities (strategy information and implementation recommendations provided through the Schlechty trainings)	Effective lesson planning and instructional delivery which deeply engage learners is key to improving instruction, inc. student achievement through increased in attendance and fewer classroom disruptions from disengaged learners	Doblar, D. "Ten School and School Districts to Get Excited About." <i>Educational Horizons</i> , v87 n2 p 116-127, Win 2009  Johnson, A., "It's Time for Madeline Hunter to Go: A New Look at Lesson Plan Design." <i>Action in Teacher Education</i> . V22 n1 p 72-78. Spr 2000	Jan 2011	May 2013 with plans to continue after grant period ends
6-B Decreased Discipline Referrals	Provision of a positive behavior support teacher	Positive behavior support teacher will assist students with behavioral issues as well as serving as resource person for implementation of RTI behavioral processes	Scott, J., et. al., "Effects of Positive Unified Behavior Support on Instruction." <i>International Journal on School Disaffection</i> . V 6 n2 p 41-48, 2009	Jan 2011	May 2013
6-A, 6-B, 6-C Increased Attendance; Decreased Discipline Referrals; Inc. Involv. In extra/co-curricular act	Implement a student reward system	A student reward system is a positive behavior motivational program that awards students for good behavior, character, attendance, work ethic, academic performance, etc. to build intrinsically based behavior decision making in students	Scott, J., et. al., "Effects of Positive Unified Behavior Support on Instruction." <i>International Journal on School Disaffection</i> . V 6 n2 p 41-48, 2009	Jan 2011	May 2013 with plans to continue after grant period ends
6-A, 6-B Increased Attendance; Decreased Discipline Referrals	Implement a school wide Ready Body, Learning Minds program (with paraprofessional position)	Program provides for research based motor skill development and helps with potentially disruptive physical issues such as ADD/ADHD	Doctoral Thesis of Denise Kern <a href="http://readybodies.com/index.php?option=com_content&amp;view=article&amp;id=35&amp;Itemid=26">http://readybodies.com/index.php?option=com_content&amp;view=article&amp;id=35&amp;Itemid=26</a>	Jan 2011	May 2013 with plans to continue after grant period ends
6-B Decreased Discipline Referrals	Adapt classroom physical environment to meet needs of ADD/ADHD students	Adapting classroom physical environment assists ADD/ADHD students in managing their behavior and physical space	Kennedy, M., "Room for Adjustment." <i>American School and University</i> . V 79 n2 p29-31, Oct 2006	Jan 2011	May 2013 with plans to continue after grant period ends
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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>					
<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 7: Increase Teacher Quality</b>					
<b>CSF Milestone</b>	<b>Additional Improvement Activity</b>	<b>Rationale</b>	<b>Supporting Research</b>	<b>Timeline Begin Date</b>	<b>Timeline End Date</b>
7-B, 7-C  On-Going Job Embedded Professional Development; Recruitment/Retention Strategies	Provide rigorous, job-embedded, research-based professional development to teachers	Provides the means to acquire new knowledge and skills necessary for professional growth and for sustainability of research based school improvement practices; Quality professional development implementation provides venue for development of teacher teams/partnerships which promote collegiality among teachers and promotes retention	Fogarty, Robin; Pete, Brian, "Professional Learning." <i>Phi Delta Kappan</i> . V91 n4 p32-34 Dec 2009-Jan 2010	Jan 2011	July 2013  With plans for continuing after grant period
7-A  Locally Developed Appraisal Instruments	Design and create transparent, rigorous teacher evaluation instrument which includes performance goals of Tier III Transformation intervention program.	Provides venue for documentation of teacher effectiveness or lack thereof; Provides data for decision making in instructional practices and for decisions pertaining to the retention or removal of teachers	Goldstein, J. "Designing Transparent Teacher Evaluation: The Role of Oversight Panels for Professional Accountability." <i>Teachers College Record</i> . V111 n4 p 893-933, 2009	Nov 2010	May 2013  With plans to continue after grant period ends
7-C  Recruitment / Retention Strategies	Design of a Recruitment/Retention Plan by Transformation Team to include provisions for a reward system for teachers contributing successfully to the academic achievement of students	A successfully implemented Recruitment/ Retention plan will provide for continuity during the transformation process and for sustainability of strategy implementation after the transformation period is formally over. Happy teachers = good job performance.	Frase, L. "Effects of Teacher Rewards on Recognition and Job Enrichment." <i>Journal of Educational Research</i> . V83 n1 p 52-57, Sep-Oct 1989  Muralidharan, K., et. al., "Teacher Performance Pay: Experimental Evidence from India." <i>National Bureau of Economic Research</i> . 2009	Jan 2011	May 2013  With plans for continuation after grant period

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>		
<b>Part 4: Waiver Requests</b>		
Applicants must check the waivers in which the LEA/campus intends to implement.		
<div style="margin-bottom: 20px;"> <input checked="" type="checkbox"/> Extending the period of availability of school improvement funds.  <i>This waiver extends the "life" of the funds for two additional years; allowing the state to fund the grant period for three years to the LEA on behalf of the eligible campus, as long as the campus meets the requirements of implementation of the grant program.</i> </div> <div style="border: 1px solid black; padding: 10px; margin-bottom: 20px;"> <b>Note:</b> Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and <i>must</i> be checked.         </div> <div style="margin-bottom: 20px;"> <input type="checkbox"/> "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.  <i>Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.</i> </div> <div> <input type="checkbox"/> Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.  <i>This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.</i> </div>		

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<b>Schedule #4C—Performance Assessment and Evaluation</b>		
<b>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)</b>		
<b>Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement</b>		
<p>Wilson Elementary School will implement an ongoing monitoring process of TTIPS Grant activities to ensure continuous improvement by collecting and using data to be used in decision making as determined by the 90 day action plans designed by the Transformation Team. The transformation team will work closely with the District Shepherd for Wilson Elementary School and the SIRC Support Specialist to ensure an effective monitoring system is put in place. Members of the Transformation team as well as school staff will be assigned specific monitoring and reporting duties. Each person assigned will be trained in accurate, valid methods of data collection and data reporting. All members of the Transformation Team will be fully trained in the process of data disaggregation and in the interpretation of the data. Designated teaming meetings will be scheduled in the campus activity calendar for the purpose of setting aside time for the data disaggregation and decision making. The transformation team will work closely with the District Shepherd and the SIRC Support Specialist when making intervention strategy selections to ensure that school improvement can result from the selections made. An accountability element will be incorporated into the on-going monitoring activities with the inclusion of reports to be made public to all stakeholders on the summative evaluation results of the 90 day action plan implementation and on the formative plans for the next 90 day action plan.</p>		
<p>Intervention strategies to be monitored will include those pertaining to:</p> <ul style="list-style-type: none"> <li>• the progress of students (academic growth, discipline, attendance, participation in extra/co-curricular activities)</li> <li>• the evaluation of the effectiveness of the campus principal</li> <li>• the evaluations of the effectiveness of campus teachers as indicated by student assessment data</li> <li>• the progress of the leadership coaching for lead teachers and the principal</li> <li>• the reward system</li> <li>• the state of the professional development program</li> <li>• increased learning time</li> <li>• fidelity in the use of designated, aligned curriculum and research-based instructional practices by teachers</li> <li>• the progress towards and results of teacher coaching</li> <li>• the recruitment/retention system</li> <li>• the status of the parent/community involvement plan and the school support services project</li> <li>• review of the sufficiency of operational flexibility as compared to the current needs resulting from transformation program implementation</li> <li>• the levels of support being provided vs. what is needed during all phases of transformation</li> </ul>		

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<b>Section B: Formative Evaluation-</b> Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
<p>The purpose of formative evaluation during the Wilson Elementary School transformation process is to validate or ensure that the goals of the transformation are being achieved and to improve all aspects of the transformation, if necessary, by means of identification and subsequent remediation of problems. The Wilson Elementary Transformation team (which includes community members and parents), district shepherd, and SIRC support personnel will initially conduct summative evaluations on data provided by the comprehensive needs assessment to best determine the current status of school reform at the beginning of the grant period. The Transformation team, with assistance, will actively begin the formative evaluation processes to identify specific issues to be addressed. Prescriptive action plans will be put in place to address the purposes and objectives of the project. Quarterly communications pertaining to program implementation progress and any problems encountered will be provided to district administration. Formative evaluation will be conducted on the following project activities to identify program strengths, extent of recommendation implementation, weaknesses of project design-implementation-and evaluation:</p>		
<p><b>Teacher and School Leader Effectiveness</b> – Both teachers and the campus principal will be appraised for effectiveness in the use of intervention strategies and resulting improvement in student performance during the grant period through the use of new teacher/admin developed evaluation instruments and from student data. Student data will be analyzed for evidence of positive academic growth as the result of the administrations of individual teachers. Curriculum document audit information will provide data pertaining to fidelity in the use of research based instructional strategies and a vertically and horizontally aligned curriculum. Individual teachers will be evaluated on their student performance documented through assessment data and through ongoing teacher evaluation processes. The principal will be evaluated according to the successes or lack of successes of campus teachers as well as through information provided on growth in effectiveness resulting from SIRC leadership coaching. Formative evaluation of teacher and school leader effectiveness will be conducted on an ongoing basis by the Transformation Team.</p>		
<p><b>Professional Development and Instructional Reform Strategies-</b> Teachers and other instructional staff will be the recipients of professional development specifically chosen by the Transformation Team to build capacity in identified content areas and targeted instructional strategies. Initially, teachers who are not contributing to growth in student achievement will be the recipients of additional prescriptive professional development and instructional support. Formative evaluation of the effectiveness of professional development will be conducted a minimum of bi-annually at the end of each semester by the Transformation Team.</p>		
<p><b>Recruitment, Placement, and Retention Plans</b> – Student growth data, teacher evaluation data pertaining to professional practice reflective of student achievement, and teacher attrition data will be used to validate the intentions of the recruitment, placement, and retentions interventions are being met. Formative evaluation of this plan will be conducted annually during the summer by the Transformation Team.</p>		
<p><b>Reward Plans</b> – Increased student achievement and graduation rate data will be used to determine the effectiveness of teacher/administrator developed reward plans. Formative evaluation of this plan will be conducted annually during the summer by the Transformation Team.</p>		
<p><b>Increased Learning Time</b> – Changes to the daily schedule/school calendar and student academic performance data will be evaluated to determine if the implementation of specific increased learning time strategies are working as intended. Formative evaluation of this plan will be conducted at the end of each 90 day action plan period until an optimum balance of learning time vs. student performance is realized. Formative evaluation of this plan will then be conducted at the end of each semester by the Transformation Team.</p>		
<p><b>Family and Community Engagement</b> – The Title 1 Parent/School Compact will be evaluated along with participation numbers and parent survey data to determine need for additional or expanded parental involvement activities or to determine if change is needed in currently implemented activities or provisions. Family and community engagement will be evaluated for every 90 day action plan.</p>		
<p><b>Operational Flexibility</b> – Staffing, school schedules and calendars, budgeting, policies and procedures, etc., will be formatively evaluated by the Transformation Team at the end of each semester the first year and annually thereafter to determine if Wilson Elementary School infrastructure and operations are adequately flexible to maximize the effectiveness of school transformation processes.</p>		
<p><b>Ongoing Technical Assistance and Related Support with Project Partners</b> – The Transformation Team will use formal and informal input from Wilson Elementary School stakeholders as well as technical assistance documentation provided by the District Shepherd and SIRC support service personnel to evaluate the quality, type, and degree of collaboration in provision of the services and support provided. Formative evaluation processes will occur within the assessment of each 90 day action plan.</p>		

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### Texas Title I Priority Schools Grant

#### Schedule #4C—Performance Assessment and Evaluation

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

**Section C: Qualitative and Quantitative Data Collection Methods-** Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results

Wilson Elementary School will collect both qualitative and quantitative data which will drive 100 percent of decision making during the school transformation period. All data will be collected by instructional staff, campus administration, and/or the Transformation Team through a process of ongoing evaluation. The following chart will provide for a succinct summary of the processes used for data collection, how the data will be disaggregated, used to improve instruction, and used to obtain continuous improvement results.

Type/Data	Source(s)	How Data Will Be Disaggregated-By:	How Data Will Be Used To Improve Instruction	How Data Will Be Use Obtain Continuous Improvement Results
Quantitative Student Data	State and Federal Academic Achievement Reports; Student Coursework Results; Discipline Records; Attendance; Advanced Coursework data;	<ul style="list-style-type: none"> <li>• grade level</li> <li>• subgroup</li> <li>• subject</li> <li>• teacher</li> </ul>	Instructional intervent. strategy will be modified if student achieve. is not improving	Intervention strategies that result in increased student achievement will continue to be implemented
Qualitative and Quantitative Professional Development Data	Professional Development (PD) sources; offerings; rosters; implementation data	<ul style="list-style-type: none"> <li>• target audience</li> <li>• need addressed</li> <li>• impact results</li> </ul>	PD will provide instruct. methods, content needed by teachers	PD methods/content that results in increased student achieve. will cont. to be used
Qualitative and Quantitative Teacher/Principal Effectiveness Data	Student Performance Data; Principal & Teacher Evaluations	<ul style="list-style-type: none"> <li>• grade level</li> <li>• subgroup</li> <li>• subject</li> <li>• teacher</li> </ul>	Evaluation data will pinpoint needs for improvement	The person evaluated either continues to improves or is let go
Qualitative and Quantitative Parent/Community Involvement Data	Surveys; Activity Offerings Lists; Parent/Community Input Documentation; Support Services Documentation	<ul style="list-style-type: none"> <li>• date/location/ type of comment</li> <li>• # of participants</li> <li>• customer satisfact.</li> </ul>	Inc. parent involve. correlates positively to student achieve.	Strategies proven to increase/achievement will be continued
Quantitative Curriculum Data	Curriculum Audit Data	<ul style="list-style-type: none"> <li>• alignment to TEKS</li> <li>• by teacher</li> </ul>	Data will be used to fix "holes" in what is taught	Data will ensure an aligned curriculum
Quantitative and Qualitative Research Based Instructional Practices Data	Lesson Plans; Walk-Through documentation; Teacher Coach Data	<ul style="list-style-type: none"> <li>• fidelity of usage</li> <li>• % implementation</li> </ul>	Data will be used to show what works	Instr. practices shown to work will be continued
Qualitative and Quantitative Recruitment/Retention (R/R) Data	Staff Retention and Attrition Data; Budget Data; Teacher Satisfaction Surveys	<ul style="list-style-type: none"> <li>• grade or program</li> <li>• assignment</li> <li>• designated fund use</li> </ul>	Content/constantly employed teachers = happy learners	R/R strategies proven to be effective will be continued
Qualitative and Quantitative Reward Plan Data	Teacher Satisfaction Surveys; Student Performance Data; Budget Data	<ul style="list-style-type: none"> <li>• designated fund use</li> <li>• subject</li> <li>• grade level</li> <li>• teacher</li> </ul>	External motivators can = happier teachers	Reward plan that pos. impact student learning will be continued
Quantitative Learning Time Data	Daily Schedules; school year calendar	<ul style="list-style-type: none"> <li>• minutes</li> <li>• days</li> </ul>	More time provides for more opportun. to learn	Strategies shown to work will be cont.
Qualitative Operational Flexibility Data	Calendar/Schedule info; Budgetary Data; Policy/Procedure change doc.	<ul style="list-style-type: none"> <li>• minutes/days</li> <li>• designated fund use</li> <li>• handbooks</li> </ul>	Data on implem. strategies shows what works	Strategies that facilitate implement. will be continued
Qualitative and Quantitative Technical Assistance/Related Support Data	Technical Assistance/Related Support Contracts; Technical Assistance time records	<ul style="list-style-type: none"> <li>• sources</li> <li>• complet. of services</li> <li>• satisfaction ratings</li> </ul>	Outside support strengthens effort of school	Strategies that facilitate implem. will be continued



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<b>Schedule # 4C—Performance Assessment and Evaluation</b>		
<b>Part 2: Process for Development of Performance Goals</b>		
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 <b>two pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Wilson Elementary School Performance Goals</b>		
<b>1. Improve Academic Performance –</b> <b>Improve Student Achievement in Reading/ELA</b> <b>Improve Student Achievement in Mathematics</b> <p>Wilson Elementary School utilized the campus reading specialist, math specialist, all reading/ELA instructional staff, all math instructional staff, parents and campus administration in the development of goals designed to improve academic performance in reading/ELA and mathematics. This group disaggregated most current state and local academic achievement to determine current performance. State and Federal accountability standards were reviewed and discussions were held pertaining to length of time until the standards were implemented, current status of intervention implementation and corresponding student results, and realistic goals to be met over the next three years. The Team decided that current transformation intervention implementations for reading were resulting in student academic growth but that there were still concerns regarding ESL, Bilingual, and economically disadvantaged subgroups in reading. The Team determined that additional intervention was needed for mathematics. The Team then set rigorous annual goals to meet and/or surpass minimum competency standards to ensure all Wilson Elementary School teachers continue to provide excellence in instruction and all Wilson Elementary students excel in reading/ELA and mathematics.</p> <p style="padding-left: 40px;"><b>Decrease percentages of students requiring RTI interventions</b></p> <p>Wilson Elementary School utilized campus classroom teachers, interventionists, the principal and campus SPED teachers to develop campus goals pertaining to decreasing percentages of students requiring RTI interventions. All currently available student assessment data was evaluated as well as numbers of students in each of the three tiers of interventions. Determinations were made as to professional development and to technical support. With data thoroughly disaggregated, the team set rigorous goals to decrease student percentages over the next three years.</p> <p style="padding-left: 40px;"><b>Increase fidelity in the use of a vertically/horizontally aligned curriculum</b></p> <p>Wilson Elementary School utilized campus curriculum specialists, campus administration, parents, and Leadership team members to develop and set campus goals pertaining to increasing fidelity in the use of a vertically/horizontally aligned with-the-TEKS curriculum. The team made the decision to include this performance goal because they hold the belief that students learn what they are taught. The dedicated use of a quality, TEKS based curriculum by teachers ensures students are taught the correct content at an appropriate scope, depth, and complexity and in an optimum sequence. The team set the goals of based on data analysis of current use of an aligned curriculum provided from a comprehensive curriculum audit.</p>		
<b>2. Increase the Use of Quality Data to Drive Instruction</b> <b>Increase amount of time Wilson Elementary School Staff spends collecting/disaggregating/analyzing/communicating data used to drive instruction</b> <p>Wilson Elementary School Teacher Team, parents, and campus principal met to analyze collected documentation to determine current amounts of time staff spent on using data to drive instruction. Once a current baseline time amount was determined, The team discussed strategies to provide more time for collecting/disaggregating/analyzing and communicating data as it pertains to making instructional decisions. Estimates in additional time provided by intervention strategy implementation and the implementation schedule were used to set increasing goals for the next three years.</p>		
<b>3. Increase Leadership Effectiveness</b> <b>Increase On-going Documentation of Principal Effectiveness</b> <b>Provide On-going Job Embedded Professional Development to the Principal</b> <b>Provide time and tools to Principal for collaboration with/evaluation of teachers for the Improvement of campus leadership</b> <p>Wilson Elementary School Teacher Team, parents, and campus principal met to discuss the topic of increasing leadership effectiveness. The team determined two options for increasing leadership capacity on the campus – increasing the leadership effectiveness of the principal and though the development of teacher leaders. The current principal evaluation instrument, previous evaluation ratings, the time typically spent devoted to principal evaluation, and previously attended professional development records were analyzed to set goals for increasing time for the on-going documentation of principal effectiveness and for the provision of more leadership focused professional development for the principal over the next three years. The team then discussed the status of and need for staff interested in leadership roles over the next three years and goals were set for providing time and tools for the principal to work with as a mentor/facilitator of teachers identified/interested in building capacity as campus teacher-leaders.</p>		
<b>4. Increase Learning Time</b> <b>Increase learning time for students on the Wilson Elementary Campus</b> <b>Increase Provision of Time for Staff Collaborative Planning</b> <p>Wilson Elem. School Teacher Team, parents, and campus principal met to evaluate the current state of learning time for students</p>		

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<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule # 4C—Performance Assessment and Evaluation</b>		
<b>Part 2: Process for Development of Performance Goals</b>		
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 <b>two pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>4. Increase Learning Time – Cont.</b> and for staff on campus. The school daily schedule, the master schedule, and the annual school calendar were evaluated and baseline learning time amounts were determined. Goals were set from this data for the purpose of increasing learning time for students during the regular school day, during Saturday School, and during breaks and Summer if needed. The daily and master schedule will be altered to provide for additional time for teaming, job embedded professional development, and teacher coach discussions. Goals were set to provide for increased time over the three year period.		
<b>5. Increase Parent/Stakeholder Involvement</b> <b>Increase Ongoing Parent/Community Opportunities for Input and Involvement at Wilson Elementary School</b> <b>Increase the Provision of Accessible Community Support/Student Support Services</b> Wilson Elementary School Teacher Team, parents, and principal used parental involvement records, the Title I Parent/School Compact, parent portal usage data, and documentation on the current existence of student support services to determine status of parent involvement at the Wilson Elementary School campus. Consideration was given to the unique needs of the Wilson School community and the students it raises. The team set progressive goals to provide for additional opportunities for parental involvement and associated input as well as to increase the availability of community support/student support services.		
<b>6. Improve School Climate</b> <b>Increase Attendance</b> <b>Decrease Discipline Referrals</b> <b>Increase Involvement in Extra/Co-Curricular Activities</b> Wilson Elementary School Teacher Team, parents, principal, and Co-/Extra-Curricular activity sponsors used PEIMS student records pertaining to student attendance and discipline, and participation rosters for co-/extra-curricular activity participation to determine baseline data on students at the Wilson Elementary campus as the first step in setting "improvement of school climate" goals. Strategies, implementation timelines, and expected implementation results were discussed before the team set rigorous goals for increasing attendance and participation in co-/extra-curricular activities and decreasing disciplinary incidences over the three year period of the grant.		
<b>7. Increase Teacher Quality</b> <b>Increase On-going Documentation of Teacher Effectiveness</b> <b>Increase Teacher Implementation of Strategies Learned In Job Embedded Professional Development</b> <b>Teachers Reflecting on Observations and Their Own Implementation of Strategies Learned</b> <b>Increased Feedback and Follow-up with Teachers Based upon walkthroughs to Find Trends and Make Practice Transparent on Campus</b> Wilson Elementary School Teacher Team, parents, the principal, the superintendent collected documentation on the currently adopted, used teacher evaluation instrument, overall campus performance as perceived by administration on teacher evaluation performance, and professional development records with attendance/participation rates to determine current status/effectiveness of strategies in place to increase teacher quality. The team determined that a new, locally developed teacher evaluation instrument would provide for increased accountability of teachers in striving/working toward excellence. The team also determined that increasing the attendance of teachers at job-embedded, research-based professional development would best provide the venue to teachers in obtaining information and practices that build capacity towards excellence in all phases of the classroom. The main focus towards increasing teacher quality was based on data obtained from walk-throughs, teacher reflections, and increased teacher feedback. The team used these discussions and baseline information to set goals for increasing teacher quality over the next three years.		

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<b>Texas Title I Priority Schools Grant</b>						
<b>Schedule # 4C—Performance Assessment and Evaluation</b>						
<b>Part 3: Annual Performance Goals</b>						
<b>Improve Academic Performance</b> – Enter the annual goals for student achievement, on both the State's assessments and other measures identified by the LEA, to which the LEA is holding the campus accountable						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA	Most Current State Assessments Texas Projection Measure (TPM)	77%	80%	83%	85%
2	Improve Student Achievement in Mathematics	Most Current State Assessments TPM	72%	76%	80%	84%
3	Decrease percentages of students requiring RTI Interventions	RTI Documents	36% of total student body in RTI Process	28%	20%	15%
4	Increase fidelity in the use of a vertically/horizontally aligned curriculum	Curriculum Audit	N/A	100% of teachers with 80% fidelity	100% of teachers with 90%	100% of teachers with 100% fidelity
5						
<b>Increase the Use of Quality Data to Drive Instruction</b> – Enter the annual goals for increasing the use of quality data to drive instruction, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase amount of time Wilson Elementary School Staff spends collecting/disaggregating/ Analyzing/communicating data used to drive instruction	Teaming documentation; Principal documentation s	3 times per month	Weekly	2 times weekly	Daily
2						
3						
4						

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<b>Schedule # 4C—Performance Assessment and Evaluation</b>						
<b>Part 3: Annual Performance Goals</b>						
<b>Increase Leadership Effectiveness</b> — Enter the annual goals for increasing the effectiveness of campus leadership, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase On-going Documentation of Principal Effectiveness	Principal Evaluation Tool and supporting documentation	Local principal evaluation rubric	2% growth	6% growth	10% growth
2	Provide On-going Job Embedded Professional Development to the Principal	Professional Development Records	5 days per month	6 days per month	7 days per month	9 days per month
3	Provide time and tools to Principal for collaboration with/evaluation of teachers for the improvement of campus leadership	Principal Time and Effort data	< 1 day per week	2.5 days per week	3.5 days per week	4 days per week
4						
5						
<b>Increase Learning Time</b> – Enter the annual goals for increasing learning time on the campus, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase learning time for students on the Wilson Elementary Campus	Data on school calendar; daily school schedule	90 minutes/day ELA; 60 minutes/day Math	90 minutes/day ELA; 75 minutes/day Math	90 minutes/day ELA; 90 minutes/day Math	105 minutes per day ELA/ 105 minutes per day Math
2	Increase Provision of time for staff collaborative planning	Daily school schedule; master schedule; teaming documentation	None	1 hour per month	30 minutes per week	1 hour per week
3						

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**Texas Title I Priority Schools Grant**

**Schedule # 4C—Performance Assessment and Evaluation**

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase ongoing parent/community opportunities for input and involvement at Wilson Elementary School	Participation documentation; Number of opportunities provided ; Input documentation	9 events; Approx. 1500 participants	12 events; goal of 2000 participants	15 events; goal of 2500 participants	18 events; goal of 2700 participants
2	Increase the Provision of Accessible Community Support/Student Support Services	Participation documentation; Number of opportunities provided	1 event with 10 participants	3 events with 50 participants	5 events with 75 participants	7 events with 100 participants
3						
4						
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase Attendance	PEIMS student data	96%	96.5%	96.75%	97%
2	Decrease Discipline Referrals	PEIMS 425 Discipline Records	38 referrals	10% decrease (34)	Another 10% reduction (31)	Another 10% reduction (28)
3	Increase Involvement in Extra/Co-Curricular Activities	Extra/Co-Curricular offering data; Participation rosters	None	1 club or event	2 clubs or events	3 clubs or events
4						

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<b>Texas Title I Priority Schools Grant</b>						
<b>Schedule # 4C—Performance Assessment and Evaluation</b>						
<b>Part 3: Annual Performance Goals</b>						
<b>Increase Teacher Quality</b> – Enter the annual goals for increasing teacher quality by measures identified by the LEA, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase On-going Documentation of Teacher Effectiveness	Locally developed teacher evaluation instrument and supporting documentation	23 walk-throughs; 19 PDAS observations; 19 summatives	5 documented walkthroughs/wk ;180 walk-throughs per year	10 walkthroughs per week; 360 walk throughs per year	20 walkthroughs per week; 720 walk throughs per year
2	Increase teacher implementation of strategies learned in job embedded professional development	Focused Walk-Through Data	None	Focused walk-through day once per month; data is shared with staff	Focused walk-through day twice per month; data shared with staff	Focused walk-through day once per week; data shared with staff
3	Teachers reflecting on observations and their own implementation of strategies learned	Professional development journal; reflections turned into principal	Began professional development journal-open ended	Teachers reflecting on their own practice in journal	Teachers reflecting on own practice to turn into principal	Teachers reflecting on their own practice to share in PLCs
4	Increased feedback and follow-up with teachers based upon walkthroughs to find trends and make practice transparent on campus	Share walkthrough data	On an individual basis	Share data monthly and draw conclusions	Share data monthly to find campus trends	Share Data monthly with increased fidelity and greater number of data points
5						
<b>Other</b> – Enter any other annual goals for improvement to which the LEA is holding the campus accountable.						

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1						
2						
3						
4						

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<b>Texas Title I Priority Schools Grant</b>				
<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>				
<b>No Barriers</b>				
<b>#</b>	<b>No Barriers</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
000	The applicant assures that no barriers exist to equitable access and participation for any groups.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
<b>#</b>	<b>Strategies for Gender-specific Bias</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
<b>#</b>	<b>Strategies for Cultural, Linguistic, or Economic Diversity</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>				
<b>Barrier: Cultural, Linguistic, or Economic Diversity (cont.)</b>				
<b>#</b>	<b>Strategies for Cultural, Linguistic, or Economic Diversity</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institution of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gang-Related Activities</b>				
<b>#</b>	<b>Strategies for Gang-related Activities</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
C01	Provide early intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C08	Provide community service programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, & parents to deal with gang-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Drug-Related Activities</b>				
<b>#</b>	<b>Strategies for Drug-related Activities</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
D01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>				
<b>Barrier: Drug-Related Activities (cont.)</b>				
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, & parents to deal with drug-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D15	Seek Collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Visual Impairments</b>				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide Program materials/information in Braille.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E03	Provide program materials/information in large type.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Hearing Impairments</b>				
#	Strategies for Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Learning Disabilities</b>				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Physical Disabilities or Constraints</b>				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>				
<b>Barrier: Absenteeism/Truancy</b>				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: High Mobility Rates</b>				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transferal system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Support from Parents</b>				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M03	Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, acknowledge in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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by telephone/e-mail/FAX on _____ by _____ of TEA.				
<b>Texas Title I Priority Schools Grant</b>				
<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>				
<b>Barrier: Shortage of Qualified Personnel</b>				
<b>#</b>	<b>Strategies for Shortage of Qualified Personnel</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
N01	Develop and implement a plan to recruit and retain qualified personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide professional development in a variety of formats for personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Collaborate with colleges/universities with teacher preparation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Knowledge Regarding Program Benefits</b>				
<b>#</b>	<b>Strategies for Lack of Knowledge regarding Program Benefits</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
P01	Develop and implement a plan to inform program beneficiaries of program activities & benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Transportation to Program Activities</b>				
<b>#</b>	<b>Strategies for Lack of Transportation to Program Activities</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
Q01	Provide transportation for parents and other program beneficiaries to activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q04	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Barrier</b>				
<b>#</b>	<b>Strategies for Other Barrier</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
Z99	Other Barrier: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other Strategy: _____			

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #5—Program Budget Summary</b>				
<b>Program Authority:</b> P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A		<b>Fund Code</b> ARRA (CFDA# 84.388A): <b>286</b> Regular (CFDA# 84.377A): <b>276</b>		
<b>Project Period: August 1, 2010 through June 30, 2013</b>				
<b>Class/Object Code and Description</b>	<b>Campus Grant Costs</b>	<b>LEA Admin Grant Costs</b>	<b>Pre-Award Cost</b>	<b>Total Grant Funds Budgeted</b>
Payroll Costs	5B 6100	\$ 1,204,660	\$ 150,000	\$ 1,354,660
Professional and Contracted Services	5C 6200	584,000		584,000
Supplies and Materials	5D 6300	365,760		365,760
Other Operating Costs	5E 6400	555,520		555,520
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX	634,000		634,000
	Total Direct Costs	3,343,940	150,000	3,493,940
	2.272% Indirect Costs		3,408	3,408
<b>Grand Total</b>				
Total Budgeted Costs:		\$ 3,343,940	\$ 153,408	\$ 3,497,348
<b>Administrative Cost Calculation</b>				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				3,497,348
Multiply by .08 (8% limit)				X .08
Enter Maximum Allowable for Administration, including Indirect Costs				\$ 279,787

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by telephone/e-mail/FAX on _____ by _____ of TEA.		Amendment No.
<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule #5—Program Budget Summary</b>		
<b>Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.</b>		
Year 1: SY 2010-2011 \$ 769,416 Year 2: SY 2011-2012 \$1,363,966 * Year 3: SY 2012-2013 \$1,363,966 * * 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.		
<b>Provide any necessary explanation or clarification of budgeted costs</b>		
NSDC – National Staff Development Conference NCSM – National Council of Supervisors of Mathematics NCTM – National Council of Teachers of Mathematics DSL - Descubriendo la Lectura – Reading recovery in Spanish RBLM – Ready Bodies, Learning Minds ELL – English Language Learners		

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #5B—Payroll Costs (6100)</b>						
<b>Budgeted Costs</b>						
<b>Employee Position Titles</b>		<b>Justification</b>	<b>#Full-Time Effort</b>	<b>#Part-Time Effort</b>	<b>Pre-Award</b>	<b>Amount Budgeted</b>
<b>Instruction</b>						
1	Teacher	DSL teacher; Inclusion Teacher	2		\$	\$ 288,000
2	Educational Aide	Bilingual, Technology, RBLM, Kindergarten, Instructional aide	5			375, 000
3	Tutor					
<b>Program Management and Administration</b>						
4	Project Director					
5	Project Coordinator	Coordinate Grant reporting requirements				150,000
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
<b>Auxiliary</b>						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
<b>Other Employee Positions</b>						
22	Title: Assistant Principal					174,000
23	Title:					
24	Title:					
25	Title:					
26	<b>Subtotal Employee Costs</b>				\$	\$ 987,000
<b>Substitute, Extra-Duty, Benefits</b>						
27	6112	Substitute Pay			\$	\$ 90,000
28	6119	Professional Staff Extra-Duty Pay				100,000
29	6121	Support Staff Extra-Duty Pay				
30	6140	Employee Benefits				177,000
31	<b>Subtotal Substitute, Extra-Duty, Benefits Costs</b>				\$	\$ 367,000
32	<b>Grand Total Payroll Budget (line 26 + line 31)</b>				\$	\$ 1,354,000

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<b>Texas Title I Priority Schools Grant</b>						
<b>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval</b>						
Expense Item Description				Pre-Award	Total Amount Budgeted	
6212	Audit Costs (other than audits required under OMB Circular A-133)			\$	\$	
	Specify purpose: _____					
6269	Rental or Lease of Buildings, Space in Buildings, or Land					
	Specify purpose and provide calculation: _____					
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)					
	Specify purpose: _____					
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools)				50,000	
	Specify purpose: Tuition for teachers working on advanced degrees or other certifications, to retain highly qualified teachers					
<b>Subtotal</b>						
<b>6200 – Professional and Contracted Services Cost Requiring Specific Approval</b>						
<b>Professional and Consulting Services (6219/6239) Less than \$10,000</b>						
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award	Total Amount Budgeted
1.				\$	\$	\$
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
<b>Subtotal</b>						
<b>Professional and Consulting Services Less than \$10,000</b>				\$	\$	
<b>Professional and Consulting Services (6219) Greater than or Equal to \$10,000</b>						
<b>1. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>						
Consulting/Improve instructional services provided to ELL students/(6219) English Language Learners, SIOP Training						
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
	Contractor's Payroll Costs		1	\$ 90,000	\$	\$ 90,000
	Title: _____					
	Subgrants, Subcontracts, Subcontracted Services					
	Supplies and Materials					
	Other Operating Costs					
	Capital Outlay (Subgrants Only)					
Indirect Cost (____%)						
<b>Total Payment:</b>				\$ 90,000	\$	\$ 90,000



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<b>Texas Title I Priority Schools Grant</b>				
<b>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)</b>				
<b>Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)</b>				
<b>2. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>				
Consulting/Mathmatics Instructional Coaching/(6219) Dr. Janice Bradley				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs	1	\$ 144,000	\$	144,000
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
<b>Total Payment:</b>		\$ 144,000	\$	\$ 144,000
<b>3. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>				
Consulting/Response to Intervention Training/(6219) Dr. Kathy Fad				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs	1	\$ 20,000	\$	\$ 20,000
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
<b>Total Payment:</b>		\$ 20,000	\$	\$ 20,000
<b>4. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>				
Consulting/District-Campus Shepherd/(6239) Region 16 Educational Service Center				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs	1	\$ 270,000	\$	\$ 270,000
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
<b>Total Payment:</b>		\$ 270,000	\$	\$ 270,000
<b>Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:</b>		\$	\$	\$

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by telephone/e-mail/FAX on _____ by _____ of TEA.		
<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)</b>		
<b>Professional and Consulting Services (6219/6239) Greater than or Equal to \$10,000 (cont.)</b>		
<b>5. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>		
Consulting/ Leadership Coaching/(6219) Schlechty Center		
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>
Contractor's Payroll Costs	1	\$ 40,000
Title: _____		\$
Subgrants, Subcontracts, Subcontracted Services		\$
Supplies and Materials		\$
Other Operating Costs		\$
Capital Outlay (Subgrants Only)		\$
Indirect Cost (____%)		\$
<b>Total Payment:</b>		<b>\$ 40,000</b>
<b>Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:</b>		<b>\$ 534,000</b>
		<b>\$</b>
		<b>\$ 40,000</b>
		<b>\$ 534,000</b>
		<b>\$</b>
		<b>\$ 50,000</b>
		<b>\$</b>
		<b>\$ 534,000</b>
		<b>\$</b>
		<b>\$ 584,000</b>

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by telephone/e-mail/FAX on _____		<b>Standard Application System (SAS)</b>		_____		
by _____ of TEA.		<b>School Years 2010-2013</b>		Amendment No. _____		
<b>Texas Title I Priority Schools Grant</b>						
<b>Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval</b>						
<b>Expense Item Description</b>				<b>Pre-Award</b>	<b>Total Budgeted</b>	
6399	Technology Hardware- Not Capitalized			\$	\$ 118,000	
	#	Type	Purpose			Quantity
	1	Laptops for Teachers	Classroom instruction, data collection and analysis			40
	2	Hand held Technology Tools	Classroom instruction, data collection and analysis			40
	3	Projectors	Classroom Instruction			3
	4					
6399	Technology Software- Not Capitalized				37,760	
6399	Supplies and Materials Associated with Advisory Council or Committee					
<b>Total Supplies and Materials Requiring Specific Approval:</b>					<b>155,760</b>	
<b>Remaining 6300- Supplies and Materials that do not require specific approval:</b>					<b>210,000</b>	
<b>Grand Total</b>				<b>\$</b>	<b>\$ 365,760</b>	

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by telephone/e-mail/FAX on _____ by _____ of TEA.				
<b>Texas Title I Priority Schools Grant</b>				
<b>Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval</b>				
Expense Item Description		Pre-Award	Total Budgeted	
6411	Out of State Travel for Employees (includes registration fees) Specify purpose: _____	\$	\$ 128,000	
6412	Travel for Students (Includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: _____			
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose: _____			
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: _____			
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (Includes registration fees) Specify purpose: _____			
6429	Actual losses which could have been covered by permissible insurance			
6490	Indemnification Compensation for Loss or Damage			
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)			
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization: _____			
	Publication and Printing Costs- If reimbursed (specific approval required only for nonprofit charter schools)			
	Specify purpose: _____			
<b>Total 64XX- Operating Costs Requiring specific approval:</b>			<b>128,000</b>	
<b>Remaining 6400 - Other Operating Costs that do not require specific approval:</b>			<b>427,520</b>	
<b>Grand Total</b>		<b>\$</b>	<b>\$ 555,520</b>	

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<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost</b> <b>(15XX is for use by Charter Schools sponsored by a nonprofit organization)</b>					
	<b>Description/Purpose</b>	<b>Unit Cost</b>	<b>Quantity</b>	<b>Pre-Award</b>	<b>Total Budgeted</b>
<b>6699/15XX- Library Books and Media (capitalized and controlled by library)</b>					
1					
<b>66XX/15XX- Technology Hardware - Capitalized</b>					
2	Computer lab on wheels (COWS)	40,000	12		480,000
3	E-Instruction clicker systems	3,000	26		78,000
4	Wireless Technology for campus	40,000	1		40,000
5					
6					
7					
8					
9					
10					
11					
<b>66XX/15XX- Technology Software- Capitalized</b>					
12	Study Island	24,000	1		24,000
13					
14					
15					
16					
17					
18					
<b>66XX/15XX- Equipment and Furniture</b>					
19	Classroom Furniture - Tables	280	25		7,000
20	Classroom Furniture - Dynamic Seating	96	52		5,000
21					
22					
23					
24					
25					
26					
27					
28					
<b>Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.</b>					
29					
<b>Grand Total</b>					
Total 6600/15XX- Capital Outlay Costs:					634,000

<b>SCHEDULE #6A</b>  GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	   <u>090-904</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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.

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	090-904 County-District No.
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- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**  
**For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies:** Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.  
**For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses:** Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered and subsequently liquidated (recorded as an expenditure or accounts payable) within the contract dates. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	090-904 County-District No.
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- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.



<p><b>SCHEDULE #6A – cont.</b></p> <p>GENERAL PROVISIONS &amp; ASSURANCES</p>	<p><b>TEXAS EDUCATION AGENCY</b></p> <p><b>Standard Application System</b></p> <p><b>School Years 2010-2013</b></p>	<p><u>090-904</u></p> <p>County-District No.</p>
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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.

<b>SCHEDULE #6A – cont.</b>  GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	090-904  County-District No.
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- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA:** Grantees which are public school districts and open enrollment charter schools agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A **nonprofit organization or university/college** grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.
- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
- Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
  - Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
  - Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
  - Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	090-904 County-District No.
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5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
6. the **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students** (34 CFR Part 99), if Contractor is an educational institution (20 USC 1232g);
7. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (**prohibition against the use of federal grant funds to influence legislation pending before Congress**);
8. **Pro-Children Act of 2001**, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children [P. L. 107-110, Section 4303(a)]. In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services [P. L. 107-110, Section 4303(b)(1)]. Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P. L. 107-110, Section 4303(e)(1)).
9. **Fair Labor Standards Act (29 USC 207), Davis Bacon Act (40 USC 276(a), and Contract Work Hours and Safety Standards Act (40 USC 327 et seq.)**, as applicable, and their implementing regulations in 29 CFR 500-899, 29 CFR Parts 1,3,5, and 7, and 29 CFR Parts 5 and 1926, respectively.
10. **Buy America Act**: Contractor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding \$2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the U. S. that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. Contractor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-.2).
11. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended.

**CC. Federal Regulations Applicable to All Federal Programs:**

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

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

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

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

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

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

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

Rev. 03/2010

The signing of Schedule #1 - General Information by applicant indicates acceptance of and compliance with all requirements described on this schedule.
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<b>SCHEDULE #6 B</b> Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	090-904 County-District No.
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

**Terms defined:** As used in these Provisions and Assurances

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

**SCHEDULE #6B**

Certification Regarding Debarment,  
Suspension, Ineligibility and  
Voluntary Exclusion—Lower Tier  
Covered Transactions

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

Required for all federal grants regardless of  
the dollar amount

090-904

County-District No.

**Texas Title I Priority Schools Grant**

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

**Certification**

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

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

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

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

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

<b>SCHEDULE #6C.</b> Lobbying Certification	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b> Required for all federally funded grants greater than \$100,000.	<u>090-904</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

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

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

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

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

11/89  
 03/90

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



<b>SCHEDULE #6D -</b> Disclosure of Lobbying Activities	<b>TEXAS EDUCATION AGENCY</b>	
	<b>Standard Application System</b>	
	<b>School Years 2010-2013</b>	<u>090-904</u>
		County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

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

<b>SCHEDULE #6E</b> NCLB ACT PROVISIONS & ASSURANCES	<b>Standard Application System</b>  <b>School Years 2010-2013</b>	 <u>090-904</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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].

<b>SCHEDULE #6E – cont.</b> <b>NCLB ACT PROVISIONS &amp; ASSURANCES</b>	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<b>090-904</b> <b>County-District No.</b>
<b>Texas Title I Priority Schools Grant</b>		

- 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).

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>090-904</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

<b>SCHEDULE #6E – cont.</b> <b>NCLB ACT PROVISIONS &amp; ASSURANCES</b>	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<b>090-904</b> <b>County-District No.</b>
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**4. Highly Qualified:**

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

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

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

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>090-904</u> County-District No.
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**6. Professional Development** includes activities that:

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

**7. Scientifically Based Research:**

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

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	   <u>090-904</u> County-District No.
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- (iv) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- (v) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- (vi) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- (vii) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

**8. Teacher Mentoring:** Activities that-

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

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

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

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

Revised 03/03

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

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#### Federal Statutory Requirements

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





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Individual students.

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

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

#### **Statutory Program Assurances**

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

#### **TEA Program Assurances**

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

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

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

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

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

**Terms defined:**

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

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

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

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

**GRANTEE** – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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3. **Quarterly Reporting for ARRA:** Not later than 10 calendar days after the end of each calendar quarter, TEA and any other **direct** recipient of ARRA funds must report to the U.S. Department of Education with regard to recovery funds received in accordance with number 4 below (Section 1512[c]). (A "direct recipient" is a state agency or any entity that applies for and receives funds **directly** from a federal government agency.) TEA must obtain certain information from grantees in order to comply with this reporting requirement. By submitting this application, the grantee agrees to submit information to TEA in the time, form, and manner requested.

4. **Data Elements for Quarterly Reporting for ARRA:** In accordance with Section 1512(c) of ARRA and the Federal Funding Accountability and Transparency Act of 2006 (Public Law 109-282), TEA is required to provide quarterly reports to the U.S. Department of Education or through a central government-wide portal (<http://www.FederalReporting.gov>). The information adopted by OMB contains the following data elements: submitting this application, the grantee agrees to submit the information to TEA in the time, form, and manner requested. The information may change pending final adoption by OMB.

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

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

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

- a. The total number of grants awarded less than \$25,000 (TEA will have this information on 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)



<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Year 2010-2013</b>	   <u>090-904</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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](http://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).

<b>SCHEDULE #6F</b>  PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Year 2010-2013</b>	   <u>090-904</u> County-District No.
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6. **Recovery Independent Advisory Panel:** Section 1541 of the ARRA establishes the Recovery Independent Advisory Panel to make recommendations to the Recovery Accountability and Transparency Board on action the Board could take to prevent fraud, waste, and abuse relating to ARRA funds.

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

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

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

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

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

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

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