

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	La Joya ISD Organization Name	108912 County-District#
		Lorenzo De Zavala Middle Campus Name	041 Campus Number
		174600155 9-Digit Vendor ID#	1 ESC Region
		NOGA ID# (Assigned by TEA)	Amendment #

Texas Title I Priority Schools Grant

Schedule #1 - General Information

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

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

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

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

Tier I ☐ Tier II ☐ Tier III ☒

Part 1: Index to the Application

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

Sch No.	Schedule Name	Application	
		New	Amend
1	General Information	X	X
3	Purpose of Amendment	NA	<input type="checkbox"/>
4	Program Requirements	X	<input type="checkbox"/>
4A	Program Abstract	X	<input type="checkbox"/>
4B	Program Description	X	<input type="checkbox"/>
4C	Performance Assessment and Evaluation	X	<input type="checkbox"/>
4D	Equitable Access and Participation	X	<input type="checkbox"/>
5	Program Budget Summary	X	X
5B	Payroll Costs 6100	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5D	Supplies and Materials 6300	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5E	Other Operating Costs 6400	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	<input 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
Alda	T	Benavides	Superintendent of Schools
Phone	Fax	Email	Signature/Date/Stamped (blue ink preferred)
956-580-5000	956-580-5444	a.benavides@lajoyaisd.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 5:00 p.m. Thursday, June 3, 2010.

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

TEA DOCUMENT CONTROL NO.

1-10-112-151

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by telephone/e-mail/FAX on _____ By _____ of TEA.		School Years 2010-2013	_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #1—General Information			
Part 2: List of Required Fiscal-Related Attachments and Assurances			
For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the back of the application as an appendix.			
Proof of Nonprofit Status			
1 <input checked="" type="checkbox"/>	Required for all open-enrollment charter schools sponsored by a nonprofit organization: Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)		
Assurance of Financial Stability			
2 <input checked="" type="checkbox"/>	Required for all independent school districts, open-enrollment charter schools, and education service centers: Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.		
Assurance of Submittal of Reviewer Information Form			
3 <input checked="" type="checkbox"/>	Required for all applicants: Check box to indicate assurance that reviewer information form will be submitted. All applicants are required to complete the Reviewer Information Form and to submit it online by Thursday, May 6, 2010 . (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)		

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Texas Title I Priority Schools Grant Schedule #1—General Information					
Part 3: Applicant Information					
Local Educational Agency (LEA) Information					
LEA Name					
La Joya Independent School District					
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
201 East Expressway 83		La Joya	Tx	78560	
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code		NCES Identification Number	
TX-028	024102451	4P5R2		482613002938	
Campus Name			County-District Campus Number		
Lorenzo De Zavala Middle School			108912-041		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
603 North Tabasco Road		La Joya	Tx	78560	
Applicant Contacts					
Primary Contact					
First Name	Initial	Last Name		Title	
LeAnn		Herrera		Principal	
Telephone	Fax	Email			
(956)451-8232	(956)580-5494	l.alaniz@ljsd.com			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
603 N. Tabasco Rd.		La Joya	TX	78560	
Secondary Contact					
First Name	Initial	Last Name		Title	
Verónica		Chávez		ELA Strategist	
Telephone	Fax	E-mail			
956-458-2389	956-580-5494	v.chavez@lajoyaisd.net			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
603 N. Tabasco		La Joya	Tx	78560	

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by telephone/e-mail/FAX on _____ by _____ of TEA.						
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 #3—Purpose of Amendment <input type="checkbox"/> Schedule #4—Program Requirements <input type="checkbox"/> Schedule #4A—Program Abstract <input type="checkbox"/> Schedule #4B—Program Description <input type="checkbox"/> Schedule #4C— Performance Assessment and Evaluation <input type="checkbox"/> Schedule #4D—Equitable Access and Participation	<input type="checkbox"/> Schedule #5—Program Budget Summary <input type="checkbox"/> Schedule #5B—Payroll Costs 6100 <input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200 <input type="checkbox"/> Schedule #5D—Supplies and Materials 6300 <input type="checkbox"/> Schedule #5E—Other Operating Costs 6400 <input type="checkbox"/> Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)					
NOTE: The last day to submit an amendment to TEA is 90 days prior to the ending date of the grant.						
Part 2: Revised Budget						
Complete this part if there are any budgetary changes.						
Line No.	Sch. No.	Class/ Object Code	Grant Project Costs Previously Approved Budget	B Amount Deleted	C Amount Added	D New Budget
01	5B	6100	\$	\$	\$	\$
02	5C	6200	\$	\$	\$	\$
03	5D	6300	\$	\$	\$	\$
04	5E	6400	\$	\$	\$	\$
05	5G	6600/15XX	\$	\$	\$	\$
06	Total Direct Costs	\$	\$	\$	\$	\$
07	Indirect Cost (%)		\$	\$	\$	\$
08	Total Costs		\$	\$	\$	\$

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

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

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Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
14	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances	
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances	
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances	
17	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ul style="list-style-type: none"> a. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; b. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. c. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and i. Provide appropriate social-emotional and community-oriented services and supports for students. 	Program Assurances	

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

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

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

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Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
25	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.	Program Assurances	
26	An LEA that has nine or more Tier I and Tier II schools is prohibited from implementing the transformation model in more than 50% of those schools.	Program Assurances	
By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities.			
Part 3: Statutory Assurances			
#	Statutory Assurance Description		
1	Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.		
2	Applicant provides assurance that it will use its TTIPS Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.		
3	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive school improvement funds.		
4	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final federal requirements.		
5	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.		
6	Applicant provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.		
Part 4: TEA Program Assurances			
#	TEA Assurance Description		
1	Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the Quarterly Implementation Reports (QIR), the Model Selection and Description Report, and through participation in TEA technical assistance. a. The Model Selection and Description Report must be submitted to TEA no later than February 1, 2011 . This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities: i. Comprehensive Needs Assessment process. ii. Establish the grant budget by the required categories. iii. Identification and Selection of the intervention model. iv. Development of activities to implement selected intervention model. v. Development of Timeline of Grant Activities.		

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Part 4: TEA Program Assurances			
#	TEA Assurance Description		
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the <u>transformation model</u> , the campus assures That it will it implement the following federal requirements. 1. Develop and increase teacher and school leader effectiveness. A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: 1. Takes into account data on student growth as a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed and with teacher and principal involvement		

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

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

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Texas Title I Priority Schools Grant Schedule #4A—Program Abstract		
Part 1: Grant Eligibility		
<input type="checkbox"/> Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input checked="" type="checkbox"/> Tier III Eligible Campus		
Identify which timeline the LEA/Campus the applicant will implement.		
<input checked="" type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance		
Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Modified Transformation Model Gaps identified by Campus Needs Assessment <ol style="list-style-type: none"> 1. Student performance in math 71% for all students (AEIS 2009) 2. Student performance for English Language Learners (ELLs/LEP) in math 53%(AYP 2009) 3. Student performance for students in Special Education in math 61% (AYP 2009) 4. Student performance in reading 81% for all students (AEIS 2009) 5. Student performance for English Language Learners (ELLs/LEP) in reading 55% (AYP 2009) 6. Student performance for students in Special Education in reading 50%(AYP 2009) 7. Student attendance 95.4% (AEIS 2009) 8. Student discipline total days out of classroom due to suspensions 875 days for ELLs and Spec. Ed. (campus data 2009) 9. Teacher years of experience 57% 0-5 years experience (AEIS 2009) 10. Teacher years of experience 14.2% 0 years of experience (AEIS 2009) Program Goals: <ol style="list-style-type: none"> 1. Increase student achievement for all students in reading and mathematics as measured on TAKS. 2. Increase student group performance of ELLs and students enrolled in Special Education to meet AYP. 3. Retain quality teaching staff 4. Increase teacher and school leader effectiveness Design: <ol style="list-style-type: none"> 1. Create a culture of implementing best practices by using incentive pay for reaching target goals in reading, math, student attendance, teacher attendance, and student discipline. 2. Use a mutually (teacher /principal) designed appraisal to evaluate teachers' performance based on incentive pay targets in reading, math, and student attendance. 3. Increase leadership effectiveness by setting best practice targets for administrators such as attending staff development sessions with teachers and using staff development goals during classroom observations. 4. Use a school wide intervention approach to address student needs using a beginning of year diagnostic test, middle of the year progress check and end of year evaluation. Six weeks assessments and benchmark proficiency assessments will also be used to monitor student progress. 5. Create academic teams including core area and elective teachers for horizontal alignment. 6. Create a master schedule that allows a two -hour planning block for teachers to receive professional development during the school day. 7. Create a master schedule that allows a 13:1 student teacher ratio to implement a school wide intervention. 8. Create academic calendar that provides check points for monitoring student progress/adjusting lesson design. 9. Use target based agendas where grade level and faculty meetings are focused on academics. 10. Allow students to enroll in high school credit courses after school to improve graduation rates. 11. Host family literacy nights to promote a culture of literacy in the community where middle school students read to children and distribute children's books and educational toys. Host community events to improve school/community relations. 		

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Texas Title I Priority Schools Grant															
Schedule #4B—Program Description															
Part 1: Comprehensive Needs Assessment															
Section A: Campus Grade Levels															
Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School								206	248	228					682
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	206	248	228	0	0	0	0	682
Total Instructional Staff															70
Total Support Staff															17
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	Qualitative: Campus Teacher Surveys (multiple instructional programs and departments; school planning academy feedback and follow up sessions)														
2	Qualitative: Campus Administrator Surveys (multiple instructional programs and departments)														
3	Qualitative: Classroom Observations (multiple instructional programs and departments)														
4	Qualitative: Parent Surveys (overall educational feedback and involvement)														
5	Qualitative: Student Surveys (instructional fidelity, safety, general feedback to superintendent, and specific feedback on what they enjoyed about their academic instruction and recommendations for the following school year)														
6	Quantitative: TAKS, AYP, AEIS, PBMAS, TELPAS, ACT/EXPLORE														
7	Quantitative: Report Card Grades, End of Course Exams, Six Weeks Grades, Benchmark Data														
8	Quantitative: Applicable Pre/Post Tests, Personal Graduation Plans, Attendance Reports, Discipline Referrals														
9															
10															

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 1: Comprehensive Needs Assessment Cont.		
Section C: Process Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.		
<p>In <i>Building a Legacy of Excellence</i>, La Joya ISD establishes comprehensive needs assessment (CNA) parameters based (principally) on the student. We believe that a data-based, purposeful approach will yield students whose strong educational development will enable them with assets for a more successful future. Therefore, our CNA process is based on analytic/pragmatic and descriptive systems. This methodology is our avenue for evaluation, establishment, and execution.</p> <p>The process in place to identify priorities (needs) centers on sound evaluation. To gather data that contains integrity, a mixed method design is used (Creswell, 2003). All genres of performance-based data, those which fundamentally lie within the realm of quantitative inquiry, form the core of decision-making. Quantitative research involves the collection of numerical data to explain, predict, and/or control phenomena of interest (Gay & Airasian, 2002). Realizing that the affective domain of our stakeholders is as important as numerical data, our evaluation also involves post-positivist methods (or qualitative, as described by Lincoln and Guba, 1985) which permit us to focus on particular issues and study <i>those</i> in depth (Gall, Gall, and Borg, 2003). All together, the evaluation process encompasses a triangulated methodology which yields specific priorities. Findings from our CNA give rise to critical needs. We operationalize critical needs differently from year to year, as these are based on results from ongoing assessments.</p> <p>The specific components of our CNA align very closely to the TEA recommended methodology developed by Region XX. In fact, our process aligns with the Texas Comprehensive Center approach but enhances/expands on several areas. To meet the federal and state mandates, our LEA and campus-based committees analyze mixed-method data in the following areas: Program Assessments- AEIS-IT, Brain Pop, Communities in School, Family Literacy Program, Fast Forward, iStation, Math Renaissance, Multimedia, Pearson Digital, Read 180, Reading Renaissance, Scholastic Red, Valued Youth Program, WebCCAT, WOW.</p> <p>Throughout the school year the needs of teachers and students have been taken in to account using a variety of campus needs assessment tools.</p> <p>A School Planning Academy held with the assistance of SIRC allowed teachers, the administrative team, and school counselors the opportunity to disaggregate data and determine the needs of the campus. After a thorough analysis, we determined that there was a high need for parental participation, staff development in the areas of differentiating instruction for limited English proficient students and special education students. The data determined that we had a high percentage of students at-risk of dropping out of high school, an increased amount of student referrals, and minimal parental involvement. The high percentage of ELL and Special Education students with low math and reading TAKS scores were a contributing factor to the Stage 2 level of Inadequate Yearly Progress we currently face. The school planning academy provided the school staff with valuable information which led to increased use of instructional strategies, interventions, and support to students and staff.</p> <p>Several school planning academy follow up sessions were held throughout the year to gauge the school climate and staff morale, celebrate proposed accomplishments, as well as gather feedback on teacher's instructionally driven needs and suggestions for the 2010-2011 school year.</p> <p>Through grade level meetings teachers identified student areas of need by using the Standards, Examine Data Assessment (SEAL), Learning Experience) data analysis tool to determine the factors that contributed to the lack of success in student achievement specifically in the sub-group populations. Teachers were grouped according to content area to identify the TEKS which demonstrated a deficit in terms of student achievement. Intervention discussions were held and specific intervention plans were designed to meet the needs of students with low concept attainment.</p>		

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Schedule #4B—Program Description			
Part 1: Comprehensive Needs Assessment Cont.			
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.			
1	Teachers		
2	Site Based Decision Making Committee- Teachers, Community Members, Principal		
3	Administrative Team- Principal, Assistant Principals, Curriculum Facilitator, Counselors, Librarian		
4	Community Members		
5	Superintendent's Student & Parent Round Table Members		
6	Students from Lorenzo De Zavala Middle School: Student Council Members, NCRI-Recent Immigrant Students, Students with frequent disciplinary incidents		
7	Students (Students' surveys including all sub-group populations)		
8	LEA and Campus Based Support Staff		
9	Technical Assistance Partners (TEA, Regional Service Center, USDE)		
10	Educational Consultants (based on individual needs)		

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Part 2: Project Management		
Section A: LEA (District) Capacity Responses are limited to <i>one page each</i> , 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>La Joya ISD's established resources and support services make it possible for all awarded campuses to fully and effectively implement the required activities of the school intervention model. Enabled by the district's capacity, awarded campuses will be able to carry out all required activities for the duration of the grant. This will occur, of course, only as a support system as the LEA recognizes that SIG funds are campus-based funds and must be expended this way.</p> <p>Our LEA fully understands that awarded campuses will need its unconditional support to be successful through their transformation process. The capacity in place to provide resources and support services with specialists in the area of curriculum and instruction include: Advanced Academic Services, Athletic, Bilingual/ESL, Career and Technical Education (CTE), Content Area (Math, Reading, Science, and Social Studies) Departments, Curriculum and Evaluation, Early Childhood, Elementary Education, Federal and State Programs, Fine Arts, Migrant Education, Physical Education/Health, Secondary Education, Section 504 / GEH and Dyslexia, Special Education, and Staff Development. The capacity in place to provide resources and support services with specialists in the area of administration and finance include: Accounting, Accounts Payable, Asset Management, Budget & Finance, Child Nutrition Services, Custodial, Employee Assistance Benefits, Facilities, Payroll, Physical Plant Operations, Purchasing and Warehouse Operations, Risk Management, School Support Services, and Transportation. Additionally, there are specialists in the following areas: Academies, Computer Services, Dropout Prevention, Guidance & Counseling / SDFSC, Health Services, Instructional Resources & Technology, Library Media/Textbook, P.E.I.M.S, Parental Involvement, Print Shop, Student Services, and the Television Station.</p> <p>To ensure that each awarded campus uses the LEA's resources and support services fully and effectively to implement the required activities of the school intervention model, the newly-established TTIPS Grant Department will work closely with the all of the previously-mentioned departments. This collaboration with each campus TTIPS Grant team (principal, campus grant administrator, campus grant secretary, SBDM committee, others) will make it possible for the timely implementation of required activities.</p>		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
<p>La Joya Independent School District consulted with relevant stakeholders (students, staff, parents, community) regarding the 2010-2013 Texas Title 1 Priority Schools Grant Program application and the implementation of the Transformation school intervention model which was selected by the key stakeholders; La Joya Independent School District's Superintendent, Dr. Alda T Benavides, received information through the Texas Education Agency about the Texas Title 1 Priority Schools Grant; In turn, Dr. Alda T Benavides set the wheels in motion to ensure key Central Office Personnel attended the Region Workshop ID Number 30693 which was hosted at Region One located in Edinburg, Texas; campus principals of the upcoming Texas Title 1 Priority Schools Grant TETN Session at Region One so they could all attend; La Joya Independent School District's Decision Making Team convened and discussed the Narrowing Questions which assisted in determining that the Transformation Model was the model which would be implemented. This information was then taken to the Campus Site-Based Decision Making Team. ERO working sessions occurred at the district level so Tier 1 and Tier III campuses could partner up in deciding which programs to include at their campuses. The following dates are when the ERO sessions have occurred so far: Tuesday, May 11, 2010, Friday, May 14, 2010, Monday, May 17, 2010, Wednesday, May 19, 2010, Thursday, May 20, 1010, Friday, May 21, 2010, Saturday, May 22, 2010, Sunday, May 23,2010; Parents are part of the Site-Based Decision Making Team. They were informed of the grant; Marissa Sáenz, Parental Involvement Strategist, will set up parental meetings to discuss the grant information with the parents. The meetings will be conducted in English and in Spanish in order to ensure that all parents understand the grant information presented to them. Martha E. Treviño, Grant Development Coordinator, will speak to the parents; May 2010 Issue of The Noticiero- An article will be submitted informing the parents of the grant in English and in Spanish; Channel 17, the District News Channel, will have time slots to inform the general public in English and in Spanish about the grant; La Joya ISD Grant Development Web Page will post the grant applications once the NOGAs come in and the negotiations with TEA are complete. A Parental Involvement emergency meeting was held at the La Joya Central Office Boardroom on Friday, May 21, 2010 in order to relay the 2010-2013 Texas Title 1 Priority Schools Grant information.</p> <p>In considering which model to follow at Lorenzo De Zavala Middle School, the principal attended a detailed informative session on how the campus qualified for the grant, March 30. The principal and teacher representative attended and informative session held by TEA at Region I service center. That information was shared with teachers at a grade level meeting. The committee decided to follow the Transformation Model. This information was brought back to the campus and shared with SBDM committee for approval (Community members, parent administration and teachers) At the SBDM committee meeting parent, teachers, students survey results were shared along with student data on discipline referrals, attendance and small group overall academic achievement. The SBDM used the data from the needs assessment to approve staff development. The SBDM agreed to meet again to discuss how the TTIPS grant would be used to address campus needs-using data, additional program resources teachers/administrators created evaluations, vertical and horizontal teaming and teacher incentive pay, and community outreach. Data gathering continued throughout the year using teacher surveys collected after monthly faculty meetings and grade level meetings where teachers examined student data on 6 weeks assessments and answered questions or their class performance. Teachers were asked "How can administration help?" Areas identified consistently were the need to differentiate instruction training on how to work with English Learners and special education students.</p>		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
Our goal in using the Transformation Model Grant is to establish a culture of using best teaching practices and create a campus culture centered on student achievement.		
Program Goals: 1. Increase student achievement for all students in reading by 5-10% 2. Increase student achievement in mathematics by 5-10% measured on TAKS. 3. Increase student group performance of ELLs and students enrolled in Special Education to meet AYP. 4. Retain quality teaching staff 5. Increase teacher and school leader effectiveness		
Modify Practices: 1) Use weekly grade level meetings to focus on academics and student progress goals set for the year. 2) Create an agenda format that has specific annual goals so that items discussed consistently fall under a target goal 3) Consistently monitor student group performance (ELLs and student in Special Education) at each marking period 4) Continue to embed the mutually developed appraisal into the annual teacher evaluation. 5) Use all teachers, including electives, to help improve student achievement through flexible scheduling and use of a school wide intervention. All teachers will work on teaching essential math/reading skills through the scheduled intervention/advisory period. 6) Consistently monitor progress towards campus improvement plan goals during grade level and faculty meetings. 7) Administrators will attend staff development approved by SBDM along with teachers to better monitor implementation of best practice strategies. 8) Meet with parents to involve them in meeting academic achievement goals – Principal's –Parent Round table ex. 9) Create a school academic calendar that includes activities to help meet target goals 10) Create flexible scheduling that focuses on meeting target goals including teacher planning periods that allow for embedded professional development, school wide interventions, horizontal alignment. 11) Create time in the school calendar for vertical alignment to include elementary feeder schools and high school participation.		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to <i>one page each</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>At the campus level, the Communities in School case manager, school social worker, and counselors are available to students and their families to guide and support them with any issues that may arise. Our school district provides staff development on various topics that families in turn receive from staff through parent meetings. In addition, outside agencies in different fields such as health and human services are invited to present to families. Families have readily available a food pantry that is sponsored by the Rio Grande Valley Food Bank. Moreover, Habitat for Humanity have made themselves available to families.</p> <p>ESL classes are offered to families to facilitate the language of non-English speakers. Families receive all correspondence invitations and pertinent information in English and Spanish to ensure that our families are fully aware of what is taking place at our school.</p> <p>The Communities in Schools Program of Hidalgo County helps students stay in school, successfully learn, and prepare for their future. CIS links parents and students to community members, educators, and law enforcement agencies who provide the following:</p> <ol style="list-style-type: none"> 1. Parental and family involvement 2. Supportive guidance and counseling 3. Linkage to health and human service agencies 4. Career awareness and employment skills training 5. Educational enhancement 6. Enrichment activities and experiences 7. Food pantry 8. Clothing 9. Annual Adopt a Family project 10. Thanksgiving Canned Food Drive <p>Through Parental Involvement of La Joya ISD, families are directly involved, and are supportive of student's learning in various ways such as:</p> <ol style="list-style-type: none"> 1. Monthly Title I meetings informing families in different areas of NCLB and their rights as parents in their child's learning, truancy, GT, 504, Migrant, Dyslexia. 2. Parent Advisory Committee and District Advisory Committee. 3. Meet the Teacher Night. 4. Open House. 5. Literacy ESL for parents and families. 6. Technology classes for families 7. Colonia Meetings. 8. Publish speakers informing on different topics (e.g. drug trends in today's youth). 9. Nutrition classes for families. 10. Family Frameworks Curriculum. 11. Tax Workshops for families. 12. Health Awareness Meetings. 13. Mother/Daughter Program. <p>Lorenzo De Zavala Middle School will align with other resources by engaging in a Principal's round table session with the La Joya Mayor, Judge, Police Officers, Teachers, Community members, Parents and business owners to discuss common trends that may be affecting the school. Lorenzo De Zavala Middle School will establish partnerships with local health agencies, local clinics, hospitals, and businesses that are willing to lend support services to the community via informational sessions, and can participate in our school's "Community Night." We will use state agencies that provide staff development to teachers and parents.</p>		

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Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
Major Responsibilities and Duties: <ol style="list-style-type: none"> 1. Assist in leading the ongoing campus efforts to implement the district's Framework for School Excellence. 2. Assist district and campus administrators in identifying student instructional needs, and developing and monitoring instructional planning and programs to address identified needs. 3. Facilitate the development of the elementary curriculum to ensure attainment of the district's desired exit behaviors for all students. 4. Monitor the implementation of the district's curriculum and provide feedback on the quality of effectiveness. 5. Assist in coordinating the instructional program within and across grade levels and special programs as required by state and/or district expectations. 6. Maintain records of student progress and monitor student assignment to special programs. 7. Ensure that appropriate instructional materials and resources for teachers are available to implement all instructional programs. 8. Assist in planning and implementing an effective campus-based staff development program that is consistent with the district's philosophy and goals and addresses the needs of the students and staff. 9. Assist campus principal in planning and implementing effective supervision and evaluation of teacher performance. 10. Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable. 12. Work collaboratively with district and campus staff to develop and maintain a positive school climate. 13. Assist the principal in interviewing prospective staff members. 14. Keep abreast of educational developments and the literature in the field of elementary education and utilize the research to make recommendations for changes. 15. Perform other tasks and assume other responsibilities as assigned by the principal. 		
WORKING CONDITIONS: Mental Demands: Ability to communicate effectively (verbal and written); interpret policies, procedures and data; maintain emotional control under stress. Physical Demands/Environmental Factors: Frequent district and occasional statewide travel, occasional prolonged and irregular hours.		

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LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>The LEA will structure an office with the responsibility of supporting the campuses' school improvement efforts because it believes that this is a crucial element for success. This office will have active participation with every awarded campus throughout the entire endeavor.</p> <p>Because the LEA had two Tier I campuses and eleven Tier III campuses, the office, to be known as the Texas Title I Priority Schools (TTIPS) Grant Department, will have two district shepherds. One of the two district shepherds will be responsible for the Tier I campuses. The other will be accountable for the Tier III campuses. The responsibilities of the district shepherds will be to oversee the grant process, specifically the transformation model (which is the model chosen by the qualifying campuses). The shepherds will also provide a direct line of communication to the superintendent and other critical LEA level-leaders. They will assist in eliminating any LEA-level barriers that may hinder the transformation process and serve as a resource and mentor to the administrator and campus. The shepherds will be very active in the community and at the campuses as they will be key agents of positive change. An important responsibility of the district shepherds will be that they attend all local and state trainings, meetings, and professional development sessions.</p> <p>The TTIPS Grant Department will also have support personnel: a secretary for each district shepherd will assist with all clerical duties. For the purpose of having accounting procedures that are aligned with the grant budget, each district shepherd will also have a bookkeeper. Together with the district shepherds, the support personnel from the TTIPS Grant Department will have an unwavering, vested interest in the progression of all campuses.</p> <p>The implementation of the TTIPS Grant Department will lie directly with one goal: campus support. Key for the office will be the linkage of current LEA staff, those with specific expertise, to the needs of the campuses. In the event of needed technical support not available or best suited from within the district, the TTIPS Grant Department will help establish the relationships of external providers and the campuses.</p>		

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Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>La Joya Independent School District will sustain certain aspects of this grant once the grant funding expires through in kind-matching funds. Professional development funding will be allocated to teachers so the teachers can impart their knowledge to students and therefore, the students will maximize their learning and pursue further education. La Joya Independent School District will not sustain positions supported by the grant, such as, the Program Director, secretary, District Shepherd, book keeper, etc. These positions will not be sustained because this will exceed what is allotted in the district budget. Texas Title 1 Priority Schools Grant funds will supplement and not supplant any existing programs.</p> <p>At Lorenzo de Zavala incentive pay for teachers will not be continued once the grant funding expires. The goal of incentive pay activities is to accelerate the use of best practices. The use of best practices in addressing instruction, academics, attendance, and discipline will become common practice and part of the school culture.</p> <p>Practices that will continue after the grant expires:</p> <ol style="list-style-type: none"> 1. Teachers and administrators will mutually agree on target goals to be included on the teacher appraisal. 2. Teachers use of best practices in classroom instruction 3. Flexible scheduling to include embedded staff development for teachers to address needs identified by campus needs assessment (based on data) 4. Administrator's focus on use of best practices in conducting classroom observations and providing specific teacher feedback 5. Use of common planning periods for horizontal alignment and thematic links 6. Planning of vertical alignment sessions to include elementary feeder schools and high school 7. Use of flexible schedule to include all teacher in implementing a school wide intervention program 8. Use of an academic calendar to plan for specific activities that drive the campus forward in meeting target goals for student achievement 9. Continue hosting Community Nights to promote a positive school/community relationship. 10. Continue hosting Literacy Nights to promote a culture of literacy with students and community. 11. Continue to use grade level meetings and faculty meetings to monitor student progress and focus on improving instruction (use of goal based agenda formats). 12. Continue to find funding and/or flexible scheduling to provide students with high school credit courses for advancement to improve graduation rates. 13. Continue use of SPA (Summer Planning Academy/School Planning Academy) format in analyzing data. 14. Continue to monitor ELLs and students in Special Education at every marking period. 		

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>The LEA will use a rigorous process in the recruitment, screening, and selection of external providers. The methodology, which will be clear, fair, and well-organized, will be open to the public. As a result, established procedures will not only provide for objective selection, but also allow all stakeholders input in the process.</p> <p>The recruitment of external providers by the LEA will be one that allows all qualified providers an equal opportunity to assist campuses through their restructuring and transformation journey. Recruitment will not be limited to local providers, for if true change is to occur, the LEA recognizes that this process should have no boundaries.</p> <p>The screening process for external providers will be comprised of knowledge, skill, and track record reviews through educational, organizational, legal, and financial perspectives. The processes will include multiple stakeholders, particularly parents and community groups. The screening practice will be such a critical component of our transformation process that staff and other resources will be devoted exclusive to this function. In turn, the staff will specifically analyze the historical evidence of educational success, particularly with demographics and academic needs similar to our campuses, from all potential external providers.</p> <p>The selection of external providers will only occur when all critical components (sought) are met. Through the consensus of all stakeholders, and with the provider's clear understanding of the campuses' mission, the contractual agreement will be signed. This documentation will include clear roles of the external provider as well as the LEA. Goals for performance will be required in all contracts and a timeframe for large student learning improvements, if applicable, will also be needed. In addition, the contract will specify the support the LEA will provide, including facilities, funding, and services. LEA staff will play a critical role in ensuring that all intentions and services delineated in the contract are carried out. Conversely, if the external providers do not adhere to any component of the contract, the contract will be canceled and immediate successors will be sought.</p>		

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Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
Not Applicable		

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<div>Lack of Capacity -- If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.</div>		
<div>Not applicable:</div> <div>La Joya Independent School District is applying to serve the two campuses under Tier 1: Juárez-Lincoln High School and Palmview High School.</div> <div>Additionally, La Joya Independent School District is also applying to serve the eleven campuses under Tier III: Ann Richards Middle School, Américo Paredes Elementary, Dr. Javier Sáenz Middle School, Elodía Chapa Elementary School, Emiliano Zapata Elementary School, Henry B. González Elementary School, Irene García Middle School, La Joya High School, Lorenzo de Zavala Middle School, Rosendo Benavides Elementary School, Sam Fordyce Elementary School.</div>		

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

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Section B: Model Selection Process –Describe in detail: 1. The process the LEA and campus followed/will follow to select a school intervention model that aligns to the identified needs of the campus. 2. The timeline delineating the steps the campus will take to implement the selected intervention.		
Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Meetings were convened with relevant stakeholders with the effort to provide explanation on Texas Title I Priority School Grant. The following items detail meeting dates and agendas of each meeting: <ul style="list-style-type: none"> ➤ 4/9/2010 – La Joya Independent School District’s Superintendent, Dr. Alda T Benavides, received information through the Texas Education Agency about the Texas Title 1 Priority Schools Grant. In turn, Dr. Alda T Benavides set the wheels in motion to ensure key Central Office Personnel attended the Region Workshop ID Number 30693 which was hosted at Region One located in Edinburg, Texas. ➤ 4/15/2010 - Assistant Superintendent for Elementary and Middle Schools, Gisela Sáenz, informed the Tier 1 and Tier 3 campus principals of the upcoming Texas Title 1 Priority Schools Grant and the Texas Title 1 Priority Schools Grant TETN Session at Region One so they could all attend. ➤ 4/20/2010 – Assistant Superintendent for Elementary and Middle Schools, Gisela Sáenz, organized informal information meeting at the district office with Principals of schools eligible for grant ➤ 4/21/2010 - Central Office Personnel attended the Region Workshop ID Number 30693 which was hosted at Region One located in Edinburg, Texas. Also, a district meeting focused on deciding if La Joya ISD would pursue the grant and which model would be the best fit for campuses based on TIER designation. ➤ 4/26/2010 – Faculty were presented with Grant overview and question and answer session was held for each grade level at the campus ➤ 5/11/2010 - La Joya Independent School District’s Decision Making Team convened and discussed the Narrowing Questions which assisted in determining that the Transformation Model was the model which would be implemented. This information was then taken to the Campus Site-Based Decision Making Team. ➤ 5/12/2010 - ERO working sessions occurred at the district level so Tier 1 and Tier campuses could partner up in deciding which programs to include at their campuses. ➤ 5/13/2010 – Parents and students at campus were informed of Texas Title 1 Priority Schools grant application and their input on the grant was received ➤ 5/19/2010 – Faculty and staff at campus were surveyed for their input on the grant ➤ 5/21/2010 - Marissa Sáenz, Parental Involvement Strategist, set up parental meetings to discuss the grant information with the parents. The meetings were conducted in English and in Spanish in order to ensure that all parents understand the grant information presented to them. ➤ 5/21/2010 LDZMS SBDM met to receive overview of TTIPS grant and activities. ➤ May 2010 Issue of The Noticiero- An article was submitted informing the parents of the grant in English and in Spanish. ➤ 5/17/2010 – 5/20/2010 – After school campus meetings with teacher leaders to design and develop grant application ➤ 5/24/2010 – LDZMS Site Based Decision Making (SBDM) committee, which includes both parent and community representatives, met to discuss teacher incentive program and other aspects of grant. ➤ 5/24/2010 – Campus faculty meeting to provide how grant will be implemented and impact student performance. In addition, campus faculty discussed teacher incentive plan and recommended several changes to plans that were implemented by teacher leaders in charge of completing the application. 		

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<p>After much collaboration, discussion, and “answering the narrowing of questions” aligned by the grant, among stakeholders at the campus, district and regional level, a consensus was reached that our campus would apply for the implementation of the Tier III Modified Transformational Model for the life of the grant.</p> <p>August 2009: The campus conducted a campus needs assessment using the Summer Planning Academy. The campus needs were outlined as target goals in the campus improvement plan.</p> <p>8/2009-5/2010: Campus goals in core content areas were monitored throughout the year at six weeks marking periods.</p> <p>5/21/2010: Lorenzo de Zavala’s Middle School Site-Based Decision-Making Team discussed student data on 2009 TAKS, reviewed information on student performance on six weeks assessments for the 2010 school year with a focus on ELL and Special Education student performance. Teacher leader presented data gathered from student, parent, and teacher surveys. SBDM approved staff development for the 2011 school year addressing needs identified by the information presented. The grant writing team of lead teachers incorporated the approved list of staff development in planning activities outlined in the grant.</p> <p>5/24/2010: Lorenzo de Zavala’s Middle School Site-Based Decision-Making Team (LDZMS) met in the morning to address tabled items requiring additional information (program information on System 44 reading intervention and AIMS WEB progress intervention model). SBDM also made recommendations to the teacher incentive component (TAKS student growth as a measure for incentive pay was discussed).</p> <p>5/24/2010: LDZMS Faculty met to review recommendations made by lead teachers in incentive pay and teacher appraisal grant component. Teachers reviewed, discussed, and made recommendations on appraisal and incentive pay. A vote was taken to approve these components for grant application.</p> <p>6/3/2010: LDZMS Faculty will meet again at an end- of- year faculty meeting to discuss next steps pending grant approval.</p> <p>6/2010-8/2010: Teachers and Administrators will attend SBDM recommended summer staff development sessions.</p> <p>6/2010 – 7/2010: At risk students, including ELLs and students in Special Education, will be enrolled in specific appropriate interventions.</p> <p>6/2010-7/2010: Master schedule will be finalized to include campus wide intervention period and advisory period.</p> <p>6/2010-7/2010: Master schedule will be finalized to include teacher block planning time to address staff development.</p> <p>8/2010: LDZMS plans to host a summer planning academy similar in format to the SPA held in August of 2009. Updated TAKS and AYP information will be reviewed along with other pertinent student and staff data. Organization Health Survey information will also be available to examine staff perception data. Grant goals will be reviewed and applied to the campus improvement plan.</p> <p>8/2010 – 9/2010 LDZMS faculty and administration will finalize the academic calendar with events outlined in grant.</p>		

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<p>The calendar will be subject to updates and changes pending campus needs.</p> <p>8/2010 – 5/2011 LDZMS administrative team and teachers will follow the goals outlined in the grant application.</p> <p>8/2010 – 9/2010 Students will complete the diagnostic test for the campus wide intervention.</p> <p>11/2010 – 12/2010 Students will complete the mid year assessment for the campus wide intervention progress.</p> <p>5/2011 Students will complete end of year assessment to monitor progress of campus wide intervention.</p> <p>5/2011-6/2011 Campus faculty will review student performance on TAKS (state assessment data).</p> <p>5/2011 – 6/2011 Campus faculty, SBDM, and Parent Advisory Council will review the year’s progress and information received from the Campus Needs Assessment to plan for 2012 school year. (Evaluate success of grant/campus improvement plan activities.)</p>		

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Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.			
1	Lorenzo de Zavala’s Administrative Team, Principal, Assistant Principals, Curriculum Facilitators, Librarian		
2	Campus Principals, Superintendent, District Coordinators, Grant-Writing Department, Federal Funds Director		
3	Parental Advisory Committee		
4	Teachers and Staff from Lorenzo de Zavala Middle School		
5	Site-Based Decision-Making Committee		
6	Students		
7	Grant Writing Team		
8	Teachers as a grade level group		
9	Teachers as a whole staff group		
10			

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

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Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1C	Implement a Tier I School Wide Reading/Math Intervention. Teachers will implement progress monitoring during advisory period; each student will be given a binder in which he/she will track his/her own progress in the following areas: Reading Renaissance percent passing average; pages read; ZPD levels, etc -Sight Word Spelling Accuracy Multiplication/Division Facts Accuracy -Essential Math Vocabulary Word Study -Oral Fluency Progress Teachers will provide guided instruction for all students, targeting specific goals with ELL/Special Ed. Students	AEIS reports indicate a decrease from 86% (2008) to 81%(2009) on TAKS Met Standard (sum of all grades tested)	Reading Renaissance "Evidence suggests that teaching a combination of reading comprehension techniques is the most effective. When students use them appropriately, they assist in recall, question answering, question generation, and summarization of texts. When used in combination, these techniques can improve results in standardized comprehension tests." The Report of the National Reading Panel Johnson and Howard state, "The results indicate that the AR program can be quite effective" (2003).	August 2010	June 2013
1A	Purchase 1 class set of CPS clickers per team (response pads "Clickers" allow students to respond to questions asked verbally, on paper or on screen and enable teachers to instantly assess their comprehension of the problem/ questioned being posed and make immediate modification to lessons according to student needs	Best practices indicate that technology used provides a supportive learning environment while providing personalized instruction and immediate feedback AEIS data shows a 60% passing rate on all state exams from 6 th to 8th grade in all areas compared to 74% for the state. This shows the need for the use of innovated technology to increase standards.	"When feedback is corrective in nature-that is, it explains where and why students have made errors—significant increases in student learning occur." (Lysakowski & Walberg, 1981, 1982; Walberg 1999; Tennenbaum & Goldring, 1989) Feedback has been shown to be one of the most significant activities a teacher can engage in to improve student achievement (Hattie, 1992)	August 2010	June 2013

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Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1C	Provide teachers with materials, hands-on supplies, and professional development to aid in differentiating instruction and using cooperative learning strategies for ELL students. -Training on Cooperative Learning & Sheltered Instruction -Instruction will be observed via formal or informal classroom walk-through	Teacher campus need assessment indicates a need for staff development and classroom manipulative to promote sheltered instruction in the classroom and provide enrichment opportunities for sub-groups	"Cooperative Learning has been proven to be effective for all types of students, including academically gifted, mainstream students and English language learners (ELLs) because it promotes learning and fosters respect and friendships among diverse groups of students." <i>Cooperative Learning Strategies</i> from http://www.readingrocket.com Colorin Colorado (2007)	August 2010	June 2013
1C	Implement 9 week Math Renaissance celebrations for students meeting their goal	Provide student recognition for students who in meeting their math objectives have increased their comprehension, set goals for themselves and succeeded in fostering academic growth on their own.	"Schools using Renaissance Learning's progress-monitoring tools, Accelerated Reader and Accelerated Math, experienced achievement gains significantly greater than matched control schools." <i>Use of Accelerated Reader and Accelerated Math Shown to Increase Student Scores in Texas</i> from http://research.renlearn.com	August 2010	June 2013

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Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1C	Promote guided oral/silent reading procedures to aid in reading comprehension. Create an ELA Millionaires bulletin board; Begin grade level team competitions, by highest average or word count	Provide academic recognition and heighten awareness in reading fluency and comprehension. Promote college readiness standards for all students.	"Guided repeated oral reading procedures that included guidance from teachers, peers, or parents, had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels." The National Reading Panel Estimating reading growth using intermittent CBM progress monitoring. <i>Exceptional Children</i> by Jenkins, J. R., Graff, J. J., & Miglioretti, D. L. (2009)	August 2010	June 2013
1A	Provide Science and Social Studies teachers and students with costumes, live performances, props, etc to reenact/portray and film events or concepts students are learning about in the classroom. Hire consultants to present to student population on topics related to instruction on thematic units.	Through the use of costumes and props, students will be able to participate in the lessons. Students will be able to reenact historical events, and gain a better comprehension of events. Teachers will incorporate novelty and variety, a component of Working on the Works for designing model lessons, to facilitate comprehension for special education and ELL students.	Adomat, Donna Sayers. "Actively Engaging With Stories Through Drama: Portraits of Two Young Readers" <i>Reading Teacher</i> , May 2009, Vol. 62 Issue 8, p 628-636. Bower, B., & Lobdell, J. (1999). <i>History alive! Engaging all learners in the diverse classroom</i> . Rancho Cordova, CA: Teachers Curriculum Institute. Gardner, H. (1983). <i>Frames of mind: The theory of multiple intelligences</i> . New York: Basic Books.	August 2010	June 2013

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Schedule #4B—Program Description

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1C	Host Reading Renaissance Celebrations for students who meet their reading goal	Provide student recognition for students who in reading have increased their word count, set goals for themselves and succeeding in fostering academic growth on their own.	"Guided independent reading practice accelerates reading growth for all students, regardless of reading ability." Guided Independent Reading from http://hosted1.renlearn.org/305095/Shared/Resources/AR/R-Research	August 2010	June 2013
1C	Host Reading Renaissance Celebrations for students who meet their reading goal	Provide student recognition for students who in reading have increased their word count, set goals for themselves and succeeding in fostering academic growth on their own.	"Guided independent reading practice accelerates reading growth for all students, regardless of reading ability." <i>Guided Independent Reading</i> from http://hosted1.renlearn.org/305095/Shared/Resources/AR/R-Research	August 2010	June 2013
1C	Promote guided oral/silent reading procedures to aid in reading comprehension. Create an ELA Millionaires bulletin board; Begin grade level team competitions, by highest average or word count	Provide academic recognition and heighten awareness in reading fluency and comprehension. Promote college readiness standards for all students.	"Guided repeated oral reading procedures that included guidance from teachers, peers, or parents, had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels." The National Reading Panel Estimating reading growth using intermittent CBM progress monitoring. Exceptional Children by Jenkins, J. R., Graff, J. J., & Miglioretti, D. L. (2009)	August 2010	June 2013

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Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1B	<p>Schedule vertical team meeting beginning, middle, and end of year -Teachers will meet with the teachers from the grade level before their level and the grade level after theirs. (example: 5th with 6th; 6th with 7th.)</p> <p>5th grade teachers from the three feeder schools will be invited to meet with the 6th grade teachers. In addition, teachers from the high school will be invited to determine areas of weakness and areas of strength. Together teachers will create a plan of action on how to best increase student achievement so that students who are promoted begin the next school year on grade level, having already met the expectations set forth in the plan.</p>	<p>The sum of all grades tested equals on 69% TAKS Met Standard with Texas Project Tile indicates a need to align with feeder schools to ensure that year to year growth is achieved</p>	<p>Vertical Teaming: Making Connections across grade levels Middle Ground, Vol. 6, Num.1, Ang. 2002</p> <p>Vertical teaming among elementary, middle, and high schools within a district helps ensure that students are faced with rigorous curriculum and the highest expectations year in and year out of their academic careers. Researchers Craig Henderson states, "A five year performance summary by state assessment standards in core subject areas found that... the percentage of students passing in five years has increased 26 percent" (2000).</p> <p>Henderson, C. (2000). American Productivity & Quality Center; Education in Practice; "Vertical Teams Yield Vertical Achievement in Southeastern Texas School District." Retrieved from http://www.curriculumproject.com/app0001.pdf; Retrieved on May 23, 2010</p>	August 2010	June 2013

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Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1C	Teachers will keep a student portfolio for each ELL student to monitor progress from the beginning to end of the year. Student work samples will identify and document instructional interventions for all English Language Learners (PBMAS Strategy)	<p>ELL student population consists of 243 students, accounting for 28.9% of our school population. ELL population has not made sufficient gains in the past on TAKS achievement exams.</p> <p>Consistent progress monitoring will ensure that students are receiving linguistic accommodations in the classroom.</p>	"An Introduction to Progress Monitoring in Mathematics" Center on Instruction "Assessments to improve instruction in Academic Literacy for Adolescents: A Guidance Document from the Center on Instruction	August 2010	June 2013
1C	Use Abydos Writing Strategies to enhance the instruction of the writing process. Students will be asked to keep a writing process portfolio.	<p>Organizational skills are required for college success.</p> <p>Teachers have requested that an 8 pocket folder be purchased for each student to assist in promoting organizational skills.</p>	"The research findings indicate that having students go through the steps of observing and writing had greater impact on the quality of writing than did more traditional teaching using model writings. In fact, teaching through inquiry was 3.5 times more effective in improving writing quality than free writing techniques and more than 2.5 times more effective than the traditional study of model". Research using the National Assessment of Educational Progress (NAEP) writing assessments is consistent, showing a direct correlation between writing proficiency and teaching through process writing (National Center for Education Statistics, 1996).	August 2010	June 2013

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Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1C	Administrators will understand and monitor effective implementation of instructional programs and methodologies via 5 classroom walkthroughs a day	Best Practices indicates that high performing schools have a clear and common focus. Campus assessment needs describe a need for instruction to be monitored to ensure alignment is occurring in all classrooms.	"Establish rigorous performance evaluation systems; increase support, training and teacher mentoring; strengthen the curriculum and instructional programs; and increase student learning in outside regular school hours." <i>Turning Around Schools in Need</i> from by Victor Rivero (2009)	August 2010	June 2013
1C	Provide Agile Minds program to help teachers supplement the math curriculum and give teachers of ELL students the knowledge and skills to provide instruction, appropriate language and academic support, to provide teachers with immediate feedback needed to make adjustments to the lesson.	It provides an internet based testing and teaching component to help teachers provide complete math lessons and provide students with immediate feedback necessary to adjust lessons.	"When feedback is corrective in nature—that is, it explains where and why students have made errors—significant increases in student learning occur." (Lysakowski & Walberg, 1981, 1982; Walberg 1999; Tennenbaum & Goldring, 1989) Feedback has been shown to be one of the most significant activities a teacher can engage in to improve student achievement (Hattie, 1992)	August 2010	June 2013
1B	Provide each grade level of teachers with a Computers on Wheels (15 laptops), and (30) pin drive devices to save data when doing research, writing essays, or completing thematic learning projects in the classrooms. The goal is to have 3 sets of C.O.W.S. and pin drives per team, purchase will be made in increments of one set per year.	Research indicates that having good writing skills is a top indicator of college success yet our 6th grade students enter not having written an essay since their last TAKS writing administration.	"Applying Research and Technology to Learning" North Central Regional Educational Laboratory "Computer Technology and Reading Instruction-studies report, "the use of computers as word processors may be very useful, given that reading instruction is most effective when combined with writing instruction" The NT. Reading Panel	August 2010	June 2013

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Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2C	Provide teachers with weekly calendar of events	Teacher input suggested that administrative staff provide a means of organizing weekly activities to ensure an open line of communication and equal access to information on events that are to take place in the campus.	"Ideally the calendar should minimize disruptions for families and maximize learning opportunities for students." Public input on school calendar is necessary Baldwin, L. May 2010	August 2010	June 2013
1C	Provide teachers with resources and support for classroom instruction and extended day classes via copies, student workbooks, teacher novel guides, and other supplemental material as needed to meet the needs of struggling students to be used for on-going monitoring of ELL student progress. -Use portfolio to document student work	Teachers have requested additional support via additional materials to enhance the lesson. Through the campus needs assessments teachers have requested that additional materials be made available to supplement what is already being provided.	Bower, B., & Lobdell, J. (1999). <i>History alive! Engaging all learners in the diverse classroom</i> . Rancho Cordova, CA: Teachers Curriculum Institute. Farris, P.J., & Downey, P.M. (2004). Concept muraling: Dropping visual crumbs along the instructional trail. <i>The Reading Teacher</i> , 58, 376-380.	August 2010	June 2013
1A 1B	Teachers will teach Math Vocabulary Words so that students test with 100% accuracy Teachers will review 1 word a day with students	Research shows that many students fail their mathematics exams because they lack the comprehension of content vocabulary especially in mathematics and science. Our goal is to promote an understanding of words observed from one grade level to the next.	"Lemke observed that "the mastery of academic subjects is the mastery of their specialized patterns of language use" (1988, p. 81). As you help students construct knowledge of your discipline, you're also helping them learn the language of your discipline: the words that historians, mathematicians, or scientists use to talk about their worlds."	August 2010	June 2013

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Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A 1B	Set a school wide expectation of 95% Participation with 90% accuracy within ZPD Range on Reading Renaissance. Teachers will model comprehension strategies for struggling students (Every teacher will have 13 students during advisory)Reports will be run bi-weekly by teacher by sub-groups. Librarian will provide reports to staff. -Total Class ELL -M1 & M2 Sp. Ed -Monitor password will be changed frequently to ensure dishonesty does not occur.	Many of the students at our campus are reading at least 1-2 years below their current grade level according to the STAR test results and Student Response to Intervention reports.	"Evidence suggests that teaching a combination of reading comprehension techniques is the most effective. When students use them appropriately, they assist in recall, question answering, question generation, and summarization of texts. When used in combination, these techniques can improve results in standardized comprehension tests." The Report of the National Reading Panel	August 2010	June 2013
1A 1B	Multiplication/Division Math Facts with 100% accuracy	Best practices in education specify that high performing schools continually adjust on the bases of data collection and assessment results are interpreted and applied appropriately to improve student individual performance and the instructional program. Vertical team planning sessions indicate a need to re-teach basic skills to all students so they may be better equipped to pass their state exams/end of year exams in high school.	"When strongly aligned, standards and assessments bring clarity to the education system by providing a coherent set of expectations for students and educators. The assessments concretely represent the standards, providing a target upon which teachers can focus their instruction and students can focus their studies."	August 2010	June 2013

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Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A 1B	Teachers will facilitate the acquisition of Spelling Sight Words Correctly. The goal for students is that they achieve 100% accuracy on cumulative exams to be held at the beginning, middle, and end of the year.	Students and teachers will track their progress and have accountability for their achievement in spelling sight words correctly. The goal is to promote college readiness by building the foundations in literacy necessary to be a successful college student.	" research suggests that teaching students to automatically recognize words on sight can greatly improve fluency, and thus comprehension of text. For example, Perfetti and Hogoboom (1975) found that students who comprehend well are more rapid at oral word decoding than are students who are less skilled at comprehending." From http://www.pcieducation.com/reading/research.aspx	August 2010	June 2013
1A 1B	Implement a Tier I School Wide Reading Intervention in which students will be taught to read 150 words per minute with proficiency. Students will be placed in an advisory class with a maximum of 13 students per teacher. Unified fluency passages will be provided to ensure on level proficiency occurs. Student will use a Scholastic Reading Fluency Chart to graph their growth for each practice exam taken in class.	In high performing schools, teaching and learning are continually adjusted and monitored on the basis of data collection. Previous year's data indicates that students have not progressed significantly in the areas of fluency. Both students and teachers will track and hold accountability for progress in fluency and make adjustments as necessary to achieve a literate society of students. The goal is to promote college readiness by building the foundations in literacy necessary to be a successful college student.	"Reading proficiency is key in middle level and high school because it underlies learning in all content areas and, consequently, school success. Students who are proficient readers not only do better academically but also tend to be physically and mentally healthier than struggling readers (Brown-Chidsey, 2005)." <i>Reading and the Whole Student</i> - Joseph, Laurice M; Schisler, Rebecca A (2006)	August 2010	June 2013

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Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2B	Administrative team and elective teachers will have student conferences ,“TAKS Talks” at beginning of year 09/2010, middle of year 02/2011 and end of year 05/2011 to inform students of their strengths/weaknesses, provide them with an attainable goal, inform them of services available, etc.	TAKS failers in 2008 in reading equal to 52% and 28% in Math. Current trends at the campus show a need to set goals and expectations with individual students	“Almost all successful people have one quality in common and that is the habit of goal setting. If the students are taught to set goals since their school days, they will learn to set proper goals, pertaining to their career.” <i>Goal Setting for Students</i> by Kundan Pandey From http://www.buzzle.com/articles/goal-setting-for-students.html	August 2010	June 2013
2A	Host the School Planning Academy off-campus as per guidelines established in 2009-2010 school year	The school planning academy held in 2009 fostered a collaborative atmosphere between staff while establishing positive systems to improve leadership, teaching, and student performance.	The Center for Comprehensive School Reform and Improvement October 2009 Lachat, M.A. and Smith, S. (2005, July) practices that support data use in urban high schools. Journal of Idu for students Placed at Risk Portz, J., & Gaudet, r. (2001) A New Commitment, effective remediation strategies for high school students -Strickland, T. & Walker, K.	August 2010	June 2013
2A	Teachers and administrators will utilize grade level meeting and staff meeting time to use screening and progress monitoring data to identify students in need of assistance and to make instructional decisions (Identify skill deficits, differentiate instruction, establish intervention/tutoring, etc.)	Best practices in education specify that high performing schools continually adjust on the bases of data collection and assessment results are interpreted and applied appropriately to improve student individual performance and the instructional program	Center on Instruction. 2008“The Use of reading and behavior screening measures to predict non-response to school-wide positive behavior support: A longitudinal analysis.” -Deno, S.L. (2003) Curriculum based measurement. School Psychology Review	August 2010	June 2013

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Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2A	Host a School Planning Academy in which teachers and administrators use standards and assessment data to help improve the curriculum to ensure that it is tailored to students' needs.	In analyzing the 2009 TAKS results using the SEAL data analysis tool, teachers indicated a need to improve the curriculum as the 2009 average of all grades equaled to 74% in math compared to the previous year's percentage of 74. In reading, the 2009 average of 72% also demonstrated a decrease in success. SEAL data analysis indicates that these percentages are due to faults in the curriculum and delivery of instruction.	The Center for Comprehensive School Reform and Improvement October 2009 Lachat, M.A. and Smith, S. (2005, July) practices that support data use in urban high schools. Journal of Idu for students Placed at Risk Portz, J., & Gaudet, r. (2001) A New Commitment, effective remediation strategies for high school students -Strickland, T. & Walker, K.	August 2010	June 2013

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Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3C	Create the Math and ELA Strategist positions to be used as an academic support system for teachers	Strategists' goal will be to enhance the skills, knowledge, and motivation of the people in the organization helping create a common culture of high expectations based on the use of skills and knowledge to improve the performance of all students.		August 2010	June 2013
3C	Create a Grants Supervisor position and clerical position to oversee funding of TTIPS grant and ensure program fidelity	The grant supervisor will oversee grant operations and ensure program fidelity and rules and regulations are followed as delineated in the grant application.		August 2010	June 2013
3C	The Leadership Team comprised of the principal and team leaders/dept. heads will function as the School Improvement Team, with parents attending meetings scheduled for purposes of reviewing and amending the school improvement plan via SBDM meetings.	Parental Involvement has been low at our campus in previous years, averaging less than ten parent volunteers in total. The goal is to increase parental involvement and school partnerships with the community by increasing their ability to provide input when decisions are being made for the school.		August 2010	June 2013

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Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4A	Extend the school day to ensure that the extra time is spent in academic endeavors which engage students -Block Scheduling -Math Lab for struggling students afterschool -Reduce time in elective classes by 15 minutes	Parents and Staff indicated a need to maximize learning instruction by accommodating the lives of students and structuring programs to go beyond the traditional school day to foster student achievement. In order to achieve the requirements of the student success initiative set forth by the campus, the 66% passing rate for students taking the Mathematics exam additional instructional time shall be provided to ensure we meet the state standard of 82%.	(Farbman, D. Kaplan, C.) Time for A Change: The Promise of extended time schools for promoting positive achievement (Portz & Gaudet, 2001) A New Commitment, effective remediation strategies for high school students	August 2010	June 2013
4A	Host theme based reading, science, and math academies for incoming 6 th graders who failed the 1 st or 2 nd TAKS administration during the summer. Use student interest inventories to create theme (careers, leadership, etc)	Vertical alignment meeting with feeder elementary schools indicated a high level of students a total of 43 students who were unsuccessful in their Reading TAKS exam in either Spanish or English. Goal is to target specific instructional needs prior to entering middle school.	National High School Center. (2009, April) Report on key practices and policies of consistently higher performing high schools	August 2010	June 2013

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Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4C	Teacher use a team-planning form to help teams productively discuss curricula, instruction, and student progress in weekly meetings: provide teachers with binders, tabs, etc. to efficiently	The goal is to provide teachers with a structured planning guide that will facilitate discussions as data shows that our campus has a high percentage of inexperienced teachers	Oaxley , 2007 From high schools to learning communities: Five domains of best practice	August 2010	June 2013
4C	Host School Planning Academy (SPA) follow up sessions during the month of May 2011 (Rancho Relaxo, Staff Luncheon, and Breakfast of Champions)	Goal is to promote a positive school climate and increase teacher retention since data shows high teacher turn over and staffing years of experience is below school district average increased teacher retention will increase student achievement	Recognizing and Helping Teachers who are doing a Fantastic Job Quisenberry, Nancy L.; Childhood Education Vol. 78, 2002	August 2010	June 2013
4C	Provide teachers with Mobi devices, digital cameras and memory cards to enhance student instruction when using research based strategies such as Marzano's High Yield Strategies and doing cross content thematic connections.	Marzano's High Yield Strategies research has proven non linguistic representation enhances students abilities to represent and elaborate on knowledge using mental images yet school is not fully equipped to provide modifications. Our campus has 243 ELL students out of total enrollment.	Carlton College "Teaching with Visualization" by bob MacKay , Clark College	August 2010	June 2013
4C	Help improve high school graduation rate by offering after school high school credit courses for 8 th grade students.	Student High School Completion Rate 81.5% (La Joya High School AEIS 2009)	National High School Center. (2009, April) Report on key practices and policies of consistently higher performing high schools	August 2010	June 2013

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Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4C	Establish clear expectations for the work products developed among content area teachers when collaborating on thematic instructional planning during planning time using a four step lesson planning process- 1. Teachers meet with strategist to design lesson (Tues) 2. Teachers meet with strategist/administrator on lesson feedback form 3. With assistance of Strategists, lessons are modified if needed 4. Lesson plans are followed up with either informal of formal classroom walkthroughs.	Our campus has demonstrated a consistent average of 50% turnover rate of staff with a trend of new teachers replacing experienced staff. New teachers have expressed the need to plan and receive instant feedback on their lessons.	(Kassissieh & Barton, 2009; Prager, 1992) The Top Priority: Teacher Learning. Principal Leadership	August 2010	June 2013

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Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5C	Offer ESL courses for parents interested in learning the English Language. Also, offer GED preparation classes for parents via school district	In a survey, parents have expressed interest in taking courses to learn the English language. Parents would also like to participate in GED preparation classes.	The GED credential is well-regarded by both colleges and employers. In fact, the American Council on Education (ACE) reports that nearly all employers throughout the nation are prepared to offer the same benefits, wages, and opportunities for advancement to GED graduates as they are to standard high school graduates. This is one reason the GED is referred to as a "high school equivalency" test.	August 2010	June 2013
5C	Develop community partnerships to support students at home, in the community, and at school. Each grade level will host community nights in Sullivan City, La Havana, and La Joya - once per semester. Invite community companies, clinics, etc to provide services necessary for a healthy family.	A low attendance rate in parental meetings and high need for parental involvement has driven our staff to reach out to the community by providing academic information combined with booths in which parents can receive information on services available to them. Community partners and staff will host information share sessions to promote involvement and a sense of commitment between parents and the school.	"Research has proven that when parents and teachers work together, everyone benefits: students tend to earn higher grades, perform better on tests, attend school more regularly, have better behavior, and show more positive attitudes toward themselves and toward school." NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS Canter A, (1996)	August 2010	June 2013
5B	Provide parents with information about the purpose and outcomes of thematic learning academies and the state's graduation and dual enrollment policies in both English and Spanish.	The school team's goal is to prepare students for high school and inform parents of the requirements for graduation so that teachers and parents strive for a common goal, achieving a higher level of education for all students.	Bangser, M. (2008) Preparing High School Students for Successful Transitions to Postsecondary Education and Employment. NT. High School Center. (2009, April) Report on key practices and policies of consistently higher performing high schools	August 2010	June 2013

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5C	Increase parental involvement in their child's education as well as their awareness about Reading/Writing, Math, Science and Social Studies strategies and TAKS objectives per grade level	Our school has a 96% percent rate of low social economic students versus 56.7% for the state of Texas. Our goal is to raise awareness to parents on the fundamental necessity of education being the means to break a cycle of poverty.	"Research has proven that when parents and teachers work together, everyone benefits: students tend to earn higher grades, perform better on tests, attend school more regularly, have better behavior, and show more positive attitudes toward themselves and toward school." NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS Canter A, (1996)	August 2010	June 2013
5C	Host opportunities to parents of identified Special Education students to attend trainings on behavior management, how to assist child with homework, etc.	Parental surveys via administrative meetings with parents show that parents have requested assistance on how to manage their child's behavior and promote achievement in school. Trainings afforded to teachers on such topics will be provided to parents who request training on parenting techniques that align with the school.	"Educating Parents about their children's early literacy development" Reading Teacher; Sep 90, Vol 44 Issue 1, p 72-74.	August 2010	June 2013
5B	Hold School Policy Night to receive orientation and training on: Title I programs and budget NCLB Act of 2001 -District Parental Involvement Policy Plan -Compulsory Attendance -Law/Tuancy Procedures -Volunteering Training -SBDM Policy and Procedures PAC's and other communities TAKS objectives -District Advisory Committees	Our school has a 96% percent rate of low social economic students versus 56.7% for the state of Texas. Our goal is to raise awareness to parents on the fundamental necessity of education being the means to break a cycle of poverty.	"Research has proven that when parents and teachers work together, everyone benefits: students tend to earn higher grades, perform better on tests, attend school more regularly, have better behavior, and show more positive attitudes toward themselves and toward school." NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS Canter A, (1996) NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS Canter A, (1996)	August 2010	June 2013

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Schedule #4B—Program Description

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 4: Improve Learning Time

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5B	Provide training to parents and school staff on how to deal with gang related issues and recognizing drug use as the school will establish partnerships with law enforcement agencies to help reduce risk factors in student sub-groups.	The goal is to begin an early warning system that will prevent students from entering gangs and using illegal substances.	Prevention programs should enhance protective factors and reverse or reduce risk factors. Early intervention with risk factors (e.g., aggressive behavior and poor self-control) often has a greater impact than later intervention by changing a child's life path (trajectory) away from problems and toward positive behaviors	August 2010	June 2013
5A	Provide parents attending school meetings with child care. Have campus student leadership clubs host child care activities meanwhile parents are in sessions	Our campus has a low parent participation rate.	Families feel empowered as connected members of the school community when schools create welcoming outreach activities and programs.	August 2010	June 2013
5A	Create a committee of community members, school officials, parents from a variety of backgrounds, business owners, the chief of police, city judge, and mayor who will meet once a semester to discuss areas of concern in the community and school.	Our campus has a low parent participation rate.	Families feel empowered as connected members of the school community when schools create welcoming outreach activities and programs.	August 2010	June 2013
5C	Identify one coordinated healthy activity (Granola with Grandpa- Salad Days & Fruity Friday's) and host a parent meeting to inform them of nutrition guidelines	Our school has a 96% percent rate of low social economic students versus 56.7% for the state of Texas. Child obesity rates in our campus demonstrate a need to educate parents on healthy eating choices.	"Healthy Schools for Healthy Kids" by Rebecca Hersh, Dec 9, 2008. From http://student-health-issues.suite101.com/article.cfm/healthy_schools_for_healthy_kids	August 2010	June 2013

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Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 4: Improve Learning Time

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5A	Use Thematic Units instruction "theme" to involve community & businesses in the curriculum by -Hosting community nights that tie in to thematic units -Hire consultants, request that community partners, and include student family members 's diverse skills, talents, and knowledge to teach students a life skill connected to thematic unit -Have community members judge student projects	Working on the Work Framework teachers will use to design lessons show that an increase in affiliation and affirmation of student performance boosts student engagement and learning in the classroom. Research indicates that thematic units help students' bridge connections between the content areas. This aids in promoting college readiness.	Buck Institute for Project Based Learning: Resources -Connect Ed: The California Center for College and Career. Resources and Report: Expanding Pathways	August 2010	June 2013
2C	Provide parents with a parent newsletter, calendar of events, and student progress feedback	The goal of the school is to continuously provide parents with communication on what is occurring in their child's education.	"Ideally the calendar should minimize disruptions for families and maximize learning opportunities for students." Public Input on School Calendar is Necessary Baldwin, L. May 2010	August 2010	June 2013
5A	Provide parents with a survey after training sessions to allow them an opportunity to provide our campus with feedback on our practices	Allow parents the opportunity to provide valuable feedback on the practices established at the campus. Parental feedback will serve as a guide on how to best meet the needs of students and parents.	"Parent or guardian perceptions play a specialized role in the evaluation of school teachers. Parents are important stakeholders in teacher success, they are in some instances partners in the teachers' work, parents have unique personal information about student learning, and they can report on the teacher duties to inform parents about the classroom and child progress." Parent Surveys for Teacher Evaluation, Kenneth D. Peterson January (2006)	August 2010	June 2013

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Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 4: Improve Learning Time

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5B	Implement a truancy intervention plan -After 1 st pd attendance is taken, call home to inform parents of attendance policies and ask if students may return to school -Truant students will receive a warning letter followed with a phone call informing parents of consequences of truancy. -Conduct meeting with parents -Social Worker will do home visits.	94-96% average daily attendance is observed. This equals to an entire class of students being absent per grade level on a daily basis.	Research on school attendance consistently shows that low absenteeism is correlated to students' positive school behavior, participation in extracurricular activities, higher grades, and better long term educational outcomes. Anecdotal information suggests that most students want to enjoy school, participate fully, and do well in their coursework. When students start to slip and miss school it is a "red flag" that something is wrong. Chronic absenteeism could be related to a constellation of issues and should receive prompt and persistent attention from school faculty	August 2010	June 2013
6A	Provide weekly recognition announcements to teachers to promote perfect attendance on a weekly basis	Announcements will provide recognition and motivation for staff members who in going above and beyond have built an awareness of the importance of being in school everyday	"Improving School Attendance." <u>Education Journal</u> , May 2005, Issue 85, p 17.	August 2010	June 2013

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6A	Promote reading in the Read 180 rooms by creating a comfortable reading environment (bean bag chairs, leveled book collections, etc)	Students in the Read 180 courses are selected due to low reading performance; thus, it is critical to provide them with an environment that fosters a non-threatening setting to enhance reading growth.	"The Use of Reading and Behavior Screening Measures to Predict Nonresponse to School-Wide Positive Behavior Support: A Longitudinal Analysis" <u>School Psychology Review</u> ; 2006, Vol. 35 Issue 2, p 275-291	August 2010	June 2013
6C	Promote college readiness by providing test vouchers/paying test fees to low income students participating in Spanish AP exams, ACT and Explore exams if students are of low-income.	Improve student morale by fostering post secondary educational goals by providing students the financial assistance necessary to meet their academic/post secondary goals. 96% low social economic status indicates a need for financial assistance in test fees for students who have chosen to pursue an exam	(Archambault, I., Janosz, M., & Pagani, L.) Adolescent behavioral, affective, and cognitive engagement in school	August 2010	June 2013
6C	Provide GT and students with commended performance with an after school tutorial program to promote college readiness and college entrance exam preparation	Improve student morale by fostering post secondary educational goals by providing students the academic assistance necessary to meet their academic/post secondary goals.	(Archambault, I., Janosz, M., & Pagani, L.) Adolescent behavioral, affective, and cognitive engagement in school	August 2010	June 2013
6B	Reduce referrals and discipline issues by providing at-risk students the opportunity to engage in weekly advisement sessions and activities with United Professional Services	Being a campus of a high number of at-risk students most of the discipline referrals issued are to at-risk students. The number of discipline referrals issued was 1080 referrals.	"The Use of Reading and Behavior Screening Measures to Predict Non-response to School-Wide Positive Behavior Support: A Longitudinal Analysis" <u>School Psychology Review</u> ; 2006, Vol. 35 Issue 2, p 275-291	August 2010	June 2013

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Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 6: Improve School Climate

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6B	Provide Mentoring Program for struggling students and truancy problems. Teachers and administrators will work with a pair of students and serve as a mentor and support system for students.	Provide general guidance; promote personal and social responsibility; increase participation in, and enhance the ability to benefit from elementary and secondary education; discourage illegal use of drugs and alcohol, violence, the use of dangerous weapons, promiscuous behavior, and other criminal, harmful, or potentially harmful activities; encourage participation in community service and activities; encourage goal setting and planning for the future, including encouragement of graduation from secondary school and planning for postsecondary education or training; and discourage involvement in gangs.	School age children who are at risk of educational failure, dropping out of school, or involved in criminal or delinquent behavior, or who lack strong positive role model have higher discipline referrals and low achievement levels in school. http://www.gao.gov/new.items/d04581.pdf	August 2010	June 2013

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Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7A	<p>Teachers and administrators will work together in creating a Locally developed evaluation system</p> <p>Teachers will elect committee members that will meet to set expectations which will clearly delineate the differences between the levels of proficiency on the school appraisal system. All teachers will be provided a copy of what will be expected for each level of proficiency</p>	<p>Teachers have expressed the need for a locally developed evaluation system that will clearly define the differences between the levels of proficiency and what is expected for each level.</p>	<p>Ozogul, Gamze. "Student performance and attitudes under formative <i>evaluation by teacher</i>, self and peer evaluators" <u>Educational Technology Research and Development</u>; June 2009, Vol. 57 Issue 3, p 393-410.</p>	August 2010	June 2013
7B	<p>Provide teachers with materials, hands-on supplies, and professional development to aid in modifying assignments and instruction for ELL and Special Education students in the Science classroom.</p>	<p>2009 AEIS reports demonstrate a high amount of ELL students, 243 out of 752 in student population with a high rate of ELL also being special ed Campus Need Assessment shows a need to provide teachers with staff development in implementing Marzano's High Yield Strategies</p>	<p>Marzano, Robert J. "Setting the Record STRAIGHT on High Yield Strategies" Phi Delta Kappan; Sep 2009, Vol. 91 Issue 1, p 30-37.</p>	August 2010	June 2013

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Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3A	Provide staff development for teachers on the Lesson Planning Cycle- Integrating technology in the lesson cycle	Campus needs assessments done in May 2010 indicated a need for staff development for implementing technology into the lesson cycle.	"Applying Research and Technology to Learning" North Central Regional Educational Laboratory www.ncrfel.org	August 2010	June 2013
3A	Provide ELA teachers with Effective Writing Instruction Training and TAKS Implementation Program Training	Teachers have expressed a need for Effective Writing Instruction Training and TAKS Implementation Program Training.	"Elements of Stylish Teaching: Lessons from Strunk and White." <u>Phi Delta Kappan</u> ; Dec 2009/Jan 2010, Vol. 91 Issue 4, p28-31.	August 2010	June 2013
3A	Provide general education and special education staff trainings on the following: •Behavior Management •Crisis Prevention •Classroom Management	As indicated in the Referral Report 1,080 referrals were issued during the school year, demonstrating the need for staff training on behavior management, crisis prevention, and classroom management.	Scott, Terrance. "Making Behavior Intervention Planning Decisions in a School wide System of Positive Behavior Support" <u>Focus on Exceptional Children</u> , Sep 2003, Vol. 36 Issue 1, p 1-18.	August 2010	June 2013
3A	Provide teachers with professional development and support in issues related to curriculum and instruction including model lesson plans - Teachers will observe colleagues across the content areas 3 times per semester during their conference time. Scholastic Red Training – Trainer and Strategists will model lessons if needed.	According to the 2009 AEIS Report, it is evident that there is a high teacher turn-over rate. It is imperative to continue professional development and peer observations to ensure effective lesson plans and teaching strategies.	Adelman, C. (1999). Answers in the tool box: Academic intensity, attendance patterns, and bachelor's degree attainment.	August 2010	June 2013
7B	Provide teachers with materials, hands-on supplies, and professional development using other effective instructional strategies such as re-teaching and providing examples	Campus needs assessment done in May 2010 Indicates a need for staff development in implementing Reading strategies in the content areas	The Center for Comprehensive School Reform and Improvement= Using Positive Student Engagement to Increase Student Achievement Newsletter	August 2010	June 2013

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Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7B	All staff members receive Pre-AP training and GT Update to ensure that a rigorous curriculum is being applied to GT students. Presenters: UTPA or Laying the Foundations	In high performing schools, teachers and administrators share a common goal to engage students in a challenging course of study in which the high standards of performance are clear and consistent and the conditions for learning are modified and differentiated.	Marzano, Robert J. "Setting the Record STRAIGHT on <i>High Yield Strategies</i> " <u>Phi Delta Kappan</u> ; Sep 2009, Vol. 91 Issue 1, p 30-37.	August 2010	June 2013
7B	6 Teachers of all content areas will attend a Foldables Training/Conference with Dinah Zike in order to provide differentiated instruction for all students	Marzano's High Yield strategies combined with hands-on instruction will provide a concrete visual representation for struggling learners	Hall, Strangman, and Meyer, 2003.	August 2010	June 2013
7B	ELA and Read 180 teachers will attend the Abydos Writing Conference -Teachers will follow the district travel guidelines as implemented by the school district -teachers attending the conference will be required to host a "make and take" sessions with campus teachers based on the trainings they received.	Teachers have expressed a need to attend a refresher course which provides up to date research based instructional practices. Teachers who have attended in previous years have gained knowledge and experience to set forth a rigorous and engaging reading and writing curriculum.	Marzano, Robert J. "Setting the Record STRAIGHT on <i>High Yield Strategies</i> " <u>Phi Delta Kappan</u> ; Sep 2009, Vol. 91 Issue 1, p 30-37.	August 2010	June 2013
7B	Provide teachers with staff development on sheltered instruction based on academic language that is direct, explicit, and systematic. Host periodic refresher trainings and model use of specific strategies- (Think-Write-Pair-Share & Sentence Frames)	The school leadership's team goal is to enhance the level of teachers' knowledge and skills in order to create a common culture based on the use of sheltered instructional skills and knowledge to increase performance of all students	Guarino, Echevarria, Short, Schick, Forbes, & Rueda, 2001).	August 2010	June 2013

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CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7C	Students will learn Math Vocabulary Words with 100% accuracy 1 word will be reviewed a day; words will be the same across the grade levels. These are pre-chosen words that are observed from 6 th -8 th grade Assessment will be administered at the end of the six weeks via a multiple choice test \$10 per student 13 students per teacher \$130 per six weeks =\$780	Many schools, particularly hard-to-staff schools, continually face difficulties in recruiting enough effective teachers and school leaders for all students. Attracting high-quality staff has traditionally been especially problematic for rural schools and for certain subject areas. This incentive pay will enhance the likelihood that both the administration and teachers' expectations will be met.	Glewwe, Ilias, and Kremer (2008) Reported that students instructed by teachers eligible to receive an award in a teacher incentive program in Kenya demonstrated better scores on high-stakes tests	August 2010	June 2013
7C	Multiplication/Division Math Facts with 100% accuracy Students will have beginning, middle, and end of year practice assessments \$25 per student 13 students per teacher \$325 Final test at the end of the year	Many schools, particularly hard-to-staff schools, continually face difficulties in recruiting enough effective teachers and school leaders for all students. Attracting high-quality staff has traditionally been especially problematic for rural schools and for certain subject areas. This incentive pay will enhance the likelihood that both the administration and teachers' expectations will be met.		August 2010	June 2013

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CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7C	95% Participation with 90% accuracy within ZPD Range in Reading Renaissance Reports will be run bi-weekly by teacher by sub-groups. Librarian will provide reports to staff. -Total Class -ELL -M1 & M2 -Sp. Ed \$25 per report Reports will be run every 2 weeks 18 weeks for whole year= \$450 per teacher -Monitor password will be changed frequently.	Many schools, particularly hard-to-staff schools, continually face difficulties in recruiting enough effective teachers and school leaders for all students. Attracting high-quality staff has traditionally been especially problematic for rural schools and for certain subject areas. This incentive pay will enhance the likelihood that both the administration and teachers' expectations will be met.	Glewwe, Ilias, and Kremer (2008) Reported that students instructed by teachers eligible to receive an award in a teacher incentive program in Kenya demonstrated better scores on high-stakes tests	August 2010	June 2013
1C	Scholastic System 44 Reading software program will be utilized by reading teachers to better serve challenging students grades 6-12, having difficulty understanding the phonics of the English language which consist of 44 sounds and 26 letters that are key to literacy.	Students in the Read 180 courses are selected due to low reading performance and oral fluency. SRI lexile shows areas they are weak in phonemic awareness. Which what the software addresses	Adaptive Technology by Dr. Ted Hasselbring; Professor of special education technology Peabody College of Education, Vanderbilt University "Conducted research on the use of adaptive technology for enhancing learning in students with mild disabilities and those who are at risk of school failure." www.scholastic.com	August 2010	June 2013

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CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7C	Goal: Students will spell Sight Words Correctly w/ 100% accuracy -Beginning of the Year by Sept 30 th (starting point- doesn't qualify for incentive) -Middle of the Year Nov 8 th -End of Year May 2 nd to May 31 st Use Sight Words Chart – Students will graph their growth for each practice exam taken in class BOY- starting point- doesn't qualify for incentive -Using the vertical teaming concept, 8 th grade teams will test 7 th grade; 7 th grade will test 6 th ; 6 th grade will test 8 th grade. -Elective teachers will be assigned to a team. \$25 per student 13 students =\$ 325.00 per teacher	Many schools, particularly hard-to-staff schools, continually face difficulties in recruiting enough effective teachers and school leaders for all students. Attracting high-quality staff has traditionally been especially problematic for rural schools and for certain subject areas. This incentive pay will enhance the likelihood that both the administration and teachers' expectations will be met.	Glewwe, Ilias, and Kremer (2008) Reported that students instructed by teachers eligible to receive an award in a teacher incentive program in Kenya demonstrated better scores on high-stakes tests.	August 2010	June 2013
7B	Commit time for faculty to engage in discussions and refresher trainings to promote progress on Reading -Math Renaissance during grade level meetings	Reading Renaissance data demonstrates that teachers need frequent opportunities to be trained on how to use the program. Increased knowledge of its components and implementation guidelines will promote reading fluency.	Florida Center for Reading Research Chall, J. and Dale, E. (1995) Readability revisited Cambridge, MA: Brookline	August 2010	June 2013

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CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A	Math computer programs (Fast Math, Fraction Nation) will be used by teachers to tackle fractions and math multiplication facts. The engaging program is designed to target students in middle school level developing critical pieces of fraction fluency: conceptual understanding and procedural knowledge.	AEIS 2009 report shows that we were below in comparison with the states average. 6 th Grade 77% State 82% 7 th Grade 61% State 82% 8 th Grade 66% State 82%	Researchers have found that the ability to understand and manipulate fractions is valuable for a wide range of every day task(Reyna & Brainerd) 2007 www.schoolastics.com/fractionnation	August 2010	June 2013
7B	Staff development for teachers on Reading Renaissance -meetings to be held during conference periods to offer support in setting student goals, adjusting ZPD levels,etc.	Via the Campus Needs assessment, teachers requested additional training on how to implement the Reading Renaissance program with fidelity.	Peak, J. and Dewalt, M. (1994) "Reading Achievement:effects of computerized reading management and enrichment" ERS Spectrum:Journal of School Research and Information 12.	August 2010	June 2013
1A	Kurzweil 3000 Software will provide teachers and students with access to any text, curriculum, and electronic web based documents world wide by scanning and saving for use in the classroom currently and in the future.	This software allows for the incorporations of one of Marzano's High Yield strategies of summarizing and note taking. This enables students to identify concepts and facilitate a deeper understanding of academic content due to the analytical thinking that college readiness skills demand.	Software that enables struggling learners in all grade levels. Kurzweil 3000 provides access to virtually any text or curriculum, including print, electronic and Web-based documents so students learn from grade appropriate content. Software for Struggling Learner www.kurzweil.com	August 2010	June 2013

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CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7B	Provide professional development for all staff to help prepare them for the new thematic learning structure and to support new roles. Training to be held once per semester	Thematic learning instruction will allow students to create a bridge between concepts being taught in other content areas. Struggling students will be provided the opportunity to engage in lessons that are designed using research based strategies.	Smith, T.J. (2008, August) Striking the Balance: Career academies combine	August 2010	June 2013
7B	Provide teachers with guided instruction on how to teach vocabulary in all content areas	In 2009 65% of students met the standard on the Science TAKS in comparison with 78% in the state. Students demonstrated a need in expository vocabulary instruction including multiple meaning words, sentence structure, and syntax, paragraph structure, transition words and phrases; grammar as it applies to science word problems.	(Gersten et al., 2007 ; Rivera et al., 2008; Torgeson et al., 2007)	August 2010	June 2013
7B	Work with professional development and instructional media leaders to integrate technology into instructional objectives via the following: Offer Training or Refresher courses for staff members to attend after school. Request additional refresher courses and advanced courses be provided for Mobis, EIKI, Document Cameras, Movie Maker Plus, Excel, and Clickers Provide technology incentives for those who attend.	The campus needs assessment survey requests that refresher courses be provided and supplemented with advanced ways to use technology already provided to the staff.	Center for Implementing Technology in Education "Technology Works! Information Briefs" -National Center for Technology Innovation (2009) Unleashing the power of Innovation for	August 2010	June 2013

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CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7B	-Implement professional development to aid teachers in using extra school time effectively with blocked scheduling -Staff Development Session on Time Management with Blocked Scheduling/Lesson Cycle	Staff campus needs assessment clearly indicates that teachers have never received instruction on how to extend the lesson cycle to with alternating 90 minute/45 minute blocks during the week.	Lee, Scott A. "Increasing Student Learning: A Comparison of Students' Perceptions of Learning in the Classroom Environment and their Industry-Based Experiential Learning Assignments," <u>Journal of Teaching in Travel & Tourism</u> ; 2007, Vol. 7 Issue 4, p 37-54.	August 2010	June 2013
7B	Provide professional development to support collaboration and teaming -Trainings with Frank Zepeda –Schlechtly Center One day training per grade level with a follow up session -2nd semester	Teaming concept in place at our campus, but thematic connections have never been established. Effective teaming practices need to be established in order to achieve success in student instruction for student sub-group populations.	(Herman, Dawson, Dee, Greene, Maynard, Redding, & Darwing, 2007) Turning Around Chronically Low Performing Schools: A Practice Guide	August 2010	June 2013

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7B	Provide teachers and staff with professional development on behavior management With Judy Hollinger and United Professional Services	<p>As indicated in the Discipline Report, 1,080 referrals were issued in 2010.</p> <p>Teachers have expressed a need for staff development on behavior management as indicated in the campus needs assessment.</p>	<p>Scott, Terrance. "Making Behavior Intervention Planning Decisions in a School wide System of Positive Behavior Support" <u>Focus on Exceptional Children</u>, Sep 2003, Vol. 36 Issue 1, p 1-18.</p>	August 2010	June 2013
7C	Provide consistent and appropriate ways to acknowledge teachers who try to improve their practices, ranging from informal appreciation such as thank you letters to more concrete rewards such as stipends.	<p>Many schools, particularly hard-to-staff schools, continually face difficulties in recruiting enough effective teachers and school leaders for all students. Attracting high-quality staff has traditionally been especially problematic for rural schools and for certain subject areas. This incentive pay will enhance the likelihood that both the administration and teachers' expectations will be met.</p>	<p>Hall & Hord, 2001</p> <p>Glewwe, Ilias, and Kremer (2008) Reported that students instructed by teachers eligible to receive an award in a teacher incentive program in Kenya demonstrated better scores on high-stakes tests</p>	August 2010	June 2013

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<div>CSF Milestone</div>	<div>Additional Improvement Activity</div>	<div>Rationale</div>	<div>Supporting Research</div>	<div>Timeline Begin Date</div>	<div>Timeline End Date</div>
<div>7C</div>	<div>Increase community and parental involvement by hosting Community Outreach Night</div> <div>Invite community businesses, leaders, state agencies, local clinics/hospitals, lawyers, etc. to provide information/render services to community.</div> <div>Teachers will host 3 out of 3 required community nights. Can assist another team if you are absent on one of the occasions.</div> <div>Nurse, Counselors, Social Worker, Strategists, Librarian will receive a \$25 stipend for each provider who sets up a booth to provide information/render services to community. (maximum of 10 stipends of \$25 each)</div> <div>*Provider must acknowledge name of person who invited them to the community night by signing form provided by Grant Coordinator.</div> <div>Teachers will get paid \$25 for hosting the community night.</div> <div>\$75 per teacher</div> <div>\$250 maximum for other staff listed</div>	<div>Many schools, particularly hard-to-staff schools, continually face difficulties in recruiting enough effective teachers and school leaders for all students. Attracting high-quality staff has traditionally been especially problematic for rural schools and for certain subject areas. This incentive pay will enhance the likelihood that both the administration and teachers' expectations will be met.</div>	<div>Glewwe,Ilias, and Kremer (2008)</div> <div>Reported that students instructed by teachers eligible to receive an award in a teacher incentive program in Kenya demonstrated better scores on high-stakes tests</div>	<div>August 2010</div>	<div>June 2013</div>

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CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7C	<p>Teachers will be highly qualified to service ELL students by taking the ESL Endorsement Examination or attending the ELPS training \$200 stipend for passing the ESL endorsement exam OR \$100 for attending ELPS training during personal time.</p> <p>Provide a copy of the examination results to the Grant Coordinator</p> <p>Teachers who took exam prior to August 2010 do not qualify for the stipend but may attend the ELPS training to receive stipend. You cannot receive a stipend for both.</p>	<p>Many schools, particularly hard-to-staff schools, continually face difficulties in recruiting enough effective teachers and school leaders for all students. Attracting high-quality staff has traditionally been especially problematic for rural schools and for certain subject areas. This incentive pay will enhance the likelihood that both the administration and teachers' expectations will be met.</p>	<p>Glewwe, Ilias, and Kremer (2008) Reported that students instructed by teachers eligible to receive an award in a teacher incentive program in Kenya demonstrated better scores on high-stakes tests</p>	August 2010	June 2013
7C	<p>Goal: All ELL students will achieve millionaire reader status Librarian \$25 and teacher of record will receive \$50 dollars for each student who reaches millionaire status</p> <p>*student may be asked to perform an additional exam to verify books were actually read</p> <p>243 ELL students enrolled</p>	<p>Many schools, particularly hard-to-staff schools, continually face difficulties in recruiting enough effective teachers and school leaders for all students. Attracting high-quality staff has traditionally been especially problematic for rural schools and for certain subject areas. This incentive pay will enhance the likelihood that both the administration and teachers' expectations will be met.</p>	<p>Glewwe, Ilias, and Kremer (2008) Reported that students instructed by teachers eligible to receive an award in a teacher incentive program in Kenya demonstrated better scores on high-stakes tests</p>	August 2010	June 2013

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Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7C	Increase number of teacher/classes achieving master and model classroom status. Librarian will receive \$100 for every teacher who achieves model or master classroom status Teachers receiving model or master classroom status will receive \$100. *Reports will be run to verify that cheating does not occur amongst students and staff. Up to \$5, 600 all 56 teachers	Many schools, particularly hard-to-staff schools, continually face difficulties in recruiting enough effective teachers and school leaders for all students. Attracting high-quality staff has traditionally been especially problematic for rural schools and for certain subject areas. This incentive pay will enhance the likelihood that both the administration and teachers' expectations will be met.	Glewwe,Ilias, and Kremer (2008) Reported that students instructed by teachers eligible to receive an award in a teacher incentive program in Kenya demonstrated better scores on high-stakes tests	August 2010	June 2013
7C	Campus administrators will share the knowledge of staff development sessions attended May receive an additional \$50 stipend for holding an information sharing session with staff via grade level meetings or staff meetings *A sign in sheet with the title of the staff development session name being presented on must be turned in to Grant Coordinator \$400 total for sharing 8 sessions	Many schools, particularly hard-to-staff schools, continually face difficulties in recruiting enough effective teachers and school leaders for all students. Attracting high-quality staff has traditionally been especially problematic for rural schools and for certain subject areas. This incentive pay will enhance the likelihood that both the administration and teachers' expectations will be met.	Glewwe,Ilias, and Kremer (2008) Reported that students instructed by teachers eligible to receive an award in a teacher incentive program in Kenya demonstrated better scores on high-stakes tests	August 2010	June 2013
7B	A groups of teachers and Administrative team attend Texas School Improvement Conference	Campus Needs Stage II AYP	The School Improvement Conference provides data driven instructional methods that are research based and well known in improving schools. SIRC	August 2010	June 2013

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7C	<p>Campus administrators will monitor student progress and classroom instruction by performing an additional 10 walk throughs a week for a total of 35 walkthrough a week.</p> <p>*verify that all strategies modeled to teachers are being applied. Focus on a specific goal for each week.</p> <p>PDAS certified administrators will receive a \$100 stipend a week for fulfilling classroom observation obligations of 35 a week.</p> <p>*Administrator will provide grant coordinator with a weekly list of teachers observed with time and date included. Grant coordinator reserves the right to verify with teachers that such observation took place.</p> <p>\$400 a month per administrator 10 months a year</p>	<p>Many schools, particularly hard-to-staff schools, continually face difficulties in recruiting enough effective teachers and school leaders for all students. Attracting high-quality staff has traditionally been especially problematic for rural schools and for certain subject areas. This incentive pay will enhance the likelihood that both the administration and teachers' expectations will be met.</p>	<p>Glewwe, Ilias, and Kremer (2008)</p> <p>Reported that students instructed by teachers eligible to receive an award in a teacher incentive program in Kenya demonstrated better scores on high-stakes tests</p>	August 2010	June 2013

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date

Add additional pages as needed.

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Part 4: Waiver Requests		
Applicants must check the waivers in which the LEA/campus intends to implement.		
<p><input checked="" type="checkbox"/> Extending the period of availability of school improvement funds. <i>This waiver extends the "life" of the funds for two additional years; allowing the state to fund the grant period for three years to the LEA on behalf of the eligible campus, as long as the campus meets the requirements of implementation of the grant program.</i></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Note: Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and <i>must</i> be checked.</p> </div> <p><input type="checkbox"/> "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model. <i>Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.</i></p> <p><input type="checkbox"/> Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold. <i>This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.</i></p>		

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Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
<p>Lorenzo De Zavala Middle School staff, teachers and administrators are committed to evaluate the progress and effectiveness of the grant. We are dedicated to comply with any new requirements established by our district and TEA. We will monitor progress through the use of six weeks exams, benchmarks, oral fluency tests and the Reading Renaissance Program. Teachers will be provided with a timeline of assessment dates to ensure appropriate planning of lessons. Teachers will monitor student performance and improvement using an assessment data tracking form. Teachers will monitor student performance and improvement using an assessment data tracking form, at various check points through the year. Teachers will use data to track student success and growth, and accommodate instruction to close the gap in learning.</p> <p>A grant supervisor will evaluate the effectiveness of grant activities by ensuring high levels of communication with administration, staff, and teachers. Administration will report to grant supervisor on the progress of the project and any problems encountered. The grant supervisor will hold administration, staff and teachers accountable for program activities by evaluating participatory involvement, professional development activities, type and level of services actually provided to the targeted population, and type of curriculum and instruction. Individual grant activities will be evaluated and changed as needed to correct program deficiencies as they are encountered.</p>		

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Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
<p>At Lorenzo De Zavala Middle School, individual teachers will be directly involved in the ongoing monitoring of student achievement. Teachers will monitor assessment data tracking forms to ensure that progress is being made by individual students after specific assessments are given as stated in the timeline. Time lines will also be evaluated to ensure enough time for student growth. Teachers will derive data from a variety of resources such as: 6-weeks exams, benchmark exams, Reading Renaissance reports, and oral fluency exams. Teachers will compile data and utilize it in determining the strengths of individual students, and provide opportunities for re-teaching. Data will be evaluated by administration to ensure compliance and accountability in order to achieve improved student success.</p>		

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Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
<p>Lorenzo de Zavala Middle School will collect and analyze data related to improving student achievement by using data to measure success. All grant stakeholders (teachers, principal, assistant principals, librarian, social worker) will provide input into student achievement and improvement through a combination of qualitative and quantitative data. The Grant Supervisor will be responsible for gathering all quantitative and qualitative data. Quantitative data will be measured using results from the following sources: TAKS, AYP, AEIS, PBMAS, TELPAS, ACT/Explore, Report Card Grades, Six Weeks Exams, end of course exams, district benchmark exams and attendance reports. Qualitative data will be measured by comparing results from campus teacher surveys, campus administrator surveys, classroom observations, and parent and student surveys. Survey results will be posted on the school website and disseminated amongst teachers and parents. Both the quantitative and qualitative data will be used for the purpose of improving instruction and monitoring effectiveness of grant activities.</p>		

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<div>Schedule # 4C—Performance Assessment and Evaluation</div>		
<div>Part 2: Process for Development of Performance Goals</div>		
<div>Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals.</div>		
<div>Responses are limited to two pages, front side only, with a font size no smaller than 9 point (Arial or Verdana).</div>		
<div>Our campus staff met on August _ 2009 to conduct a Summer Planning Academy (SPA) where our entire staff was able to come together to analyze our 2009 campus data on AEIS TAKS, Adequate Yearly Progress, teacher retention, student attendance, student attendance tied to discipline, student TAKS results by student group, and out-of-school and in-school suspensions by student group. We found this process extremely helpful in uniting the staff and creating an awareness of our problems in improving student achievement.</div>		
<div>Our plan for developing our Performance Goals for 2011 includes using the Summer Planning Academy before the school year begins. Some of the work in collecting data has already begun. The 2009-2010 goals have been monitored each six weeks after assessments. Teachers responded to reflective questions about their six weeks results (barriers, interventions, scheduling, plan of action) during the year. In May teachers, students and parents were surveyed on their perceptions of Lorenzo De Zavala Middle School. They listed 3-5 things they thought were strengths and 3-5 things they thought needed improvement. The information generated from the student, parent, teacher surveys will be used along with AEIS TAKS, Adequate Yearly Progress, teacher retention, teacher years of experience, discipline, attendance data, and Campus Needs Assessment questionnaire responses to develop the 2011 Campus Performance Goals. Stakeholders involved in generating data would include students, parents, teachers, staff, and administration. Community members on our Site Based Decision Making Committee also have an opportunity for involvement. The 2010 TAKS student performance data is reviewed with the Committee, where questions, concerns, and suggestions are made. These concerns are taken back to the teachers and staff to be used in developing their goals.</div>		
<div>During the Summer Planning Academy staff will meet in heterogeneous groups to look through data, identifying patterns, trends, and gaps. They will classify these trends into strengths and weaknesses. Each group will share their findings and help create a list of strengths and weaknesses for the campus. Teacher groups will meet by Department to discuss findings and create measurable objectives demonstrating improvement. The Performance Goals will be presented to the staff and SBDM and after consensus approval will be placed in the campus improvement plan.</div>		
<div>Teachers will meet to discuss and recommend membership to the School Improvement Team at the beginning of the 2011 academic year (August-September 2010).</div>		

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Schedule # 4C—Performance Assessment and Evaluation

Part 2: Process for Development of Performance Goals

Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals.

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

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Schedule # 4C—Performance Assessment and Evaluation						
Part 3: Annual Performance Goals						
Improve Academic Performance – Enter the annual goals for student achievement, on both the State's assessments and other measures identified by the LEA, to which the LEA is holding the campus accountable						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA.	TAKS, Reading Renaissance Reports, Oral Fluency results, 6 Weeks Assessments	79% (2010 Prelim TAKS Data) 55% ELLs/LEP 50% Spec. Ed. (2009 AYP)	80-84% (TAKS) Required Improvement -80% ELLs/LEP & Spec. Ed.	81-85% (TAKS) Required Improvement -87% ELLs/LEP & Spec. Ed.	82-86% (TAKS) Required Improvement -93% ELLs/LEP & Spec. Ed.
2	Improve Student Achievement in Mathematics.	TAKS, Math Skills Reports Math Renaissance, Math Vocabulary reports, Math Basic Skills, 6 Weeks Assessments	71% (2010 Prelim TAKS Data) 53% ELLs/LEP 61% Spec. Ed. (2009 AYP)	72-76% (TAKS) Required Improvement -75% ELLs/LEP & Spec. Ed.	73-77% (TAKS) Required Improvement -83% ELLs/LEP & Spec. Ed.	74-78% (TAKS) Required Improvement -92% ELLs/LEP & Spec. Ed.
3	Improve student achievement in Science.	TAKS, 6 Weeks Assessments	62% (2010 Prelim TAKS Data)	63-67% (TAKS)	64-68% (TAKS)	65-70% (TAKS)
4						
5						
Increase the Use of Quality Data to Drive Instruction – Enter the annual goals for increasing the use of quality data to drive instruction, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the use of quality data to drive instruction by progress monitoring Benchmark results and vertical and horizontal Department Meetings.	Grade level and faculty meeting agendas.	2/6	3/6	4/6	5/6
2	Increase the use of quality data by participating in the School Planning Academy and using the SPA planning tools to create focused objectives.	Purchase orders, SPA meeting minutes, team meeting minutes, sign in sheets, department performance goals.	1/1	1/1	1/1	1/1
3	Increase the use of quality data to drive instruction by collecting teacher data analysis forms and discussing student results.	Grade level/faculty meeting agendas and sign in sheets.	3/6	4/6	5/6	5/6

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Part 3: Annual Performance Goals						
Increase Leadership Effectiveness — Enter the annual goals for increasing the effectiveness of campus leadership, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase Leadership Effectiveness by using the School Improvement Team consisting of Administrators, Team Leaders, Department Heads and parents to monitor progress on school improvement goals.	School Improvement Team meetings minutes, sign in forms	0	2	3	3
2	Increase Leadership Effectiveness by having the Principal and leader designee attend the Texas School Improvement Conference.	Professional Development certificates	1/1	1/1	1/1	1/1
3	Increase Leadership Effectiveness by increasing the required amount of teacher observations for each Administrator.	Administrative walkthrough logs	10/25	15/25	20/25	25/25
4	Increase leadership effectiveness by having Administration attend staff development approved for teachers by SBDM.	Certificates of attendance	3/8	7/16	11/16	16/16
5						
Increase Learning Time – Enter the annual goals for increasing learning time on the campus, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Create a block schedule to increase learning time in Reading and Math by reducing time in elective class by 15 minutes.	Master schedule	0	Increase 30 Minutes	Increase 30 Minutes	Increase 30 Minutes
2	Increase learning time by using Advisory class to address gaps in Reading and Math	Master schedule	0	Increase 45 Minutes	Increase 45 Minutes	Increase 45 Minutes
3						
4						
5						

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase parent/stakeholder involvement by hosting grade level curriculum nights.	Meeting sign in sheets, calendar of events	1	2	3	4
2	Increase parent/stakeholder involvement by hosting community fares and cultural events.	Sign in sheets and agendas	0	2	3	4
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	Improve school climate by celebrating student achievement.	Reading and Math Renaissance reports, 6 weeks assessments, weekly	4	5	6	6
2	Improve school climate by providing teachers with professional development on how to address classroom management and challenging students.	Referral reports, purchase orders, training sign in sheets	1080 referrals	850	700	600
3	Improve school climate by supporting teachers in developing engaging lessons.	Lesson plans, classroom observations	1080 referrals	850	700	600
4	Improve school climate by celebrating student attendance.	6 weeks percentage rate	95.4 % (2008)	+0.5%	+0.5%	Increase 0-0.5%

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Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase Teacher Quality by providing staff development in target areas identified in Campus Needs Assessment.	teacher certificate of attendance.	80%	85%	90%	100%
2	Increase Teacher Quality by providing extra planning time for vertical and horizontal alignment.	Master Schedule, Sign in sheets	1	2	3	4
3	Improve Teacher Quality by having Administrators School Improvement and Model Schools Conferences.	Professional Development certificates	1/2	2/2	2/2	2/2
4	Increase Teacher Quality by Teachers and Administrators presenting on strategies learned at Best Practices Conferences.	Sign in sheets and Agendas	0	12	10	8
5	Increase Teacher Quality by having core area veteran teachers receive Pre-AP training or GT Update, and new core area teachers receive the Pre-AP or 5 day GT Training to ensure a rigorous curriculum for all students.	Teacher certificates, classroom observations				
6						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1						
2						
3						
4						
5						

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

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<div>by telephone/e-mail/FAX on</div> <div>by</div> <div>of TEA.</div>		<div>School Years 2010-2013</div>		<div>Amendment No.</div>	
Texas Title I Priority Schools Grant					
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies					
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)					
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others	
B17	Conduct an outreach program for traditionally “hard to reach” parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B19	Seek collaboration/assistance from business, industry, or institution of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Gang-Related Activities					
#	Strategies for Gang-related Activities	Students	Teachers	Others	
C01	Provide early intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C04	Provide flexibility in scheduling activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C05	Recruit volunteers to assist in promoting gang-free communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C06	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C08	Provide community service programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C10	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C11	Establish partnerships with law enforcement agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C14	Provide training/information to teachers, school staff, & parents to deal with gang-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Drug-Related Activities					
#	Strategies for Drug-related Activities	Students	Teachers	Others	
D01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

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

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

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	Texas Title I Priority Schools Grant Schedule #5—Program Budget Summary	

Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A	Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276
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Project Period: August 1, 2010 through June 30, 2013

Class/Object Code and Description			Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs	5B	6100	\$2,023,742	\$ 44,663	\$	\$ 2,068,405
Professional and Contracted Services	5C	6200	\$995,304	\$3,636		\$998,940
Supplies and Materials	5D	6300	\$1,486,305	\$5,454		\$1,491,759
Other Operating Costs	5E	6400	\$538,169	\$2,727		\$540,896
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/15XX	0			0
Total Direct Costs			\$5,043,520	\$56,480		\$5,100,000
% Indirect Costs						

Grand Total

Total Budgeted Costs:	\$ 5,043,520	\$ 56,480	\$	\$ 5,100,00
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Administrative Cost Calculation

Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs	\$5,100,000
Multiply by 0.05 (5% limit)	X 0.05
Enter Maximum Allowable for Administration, including Indirect Costs	\$ 255,000

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Texas Title I Priority Schools Grant		
Schedule #5—Program Budget Summary		
Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.		
Year 1: SY 2010-2011 \$ 1,700,000 Year 2: SY 2011-2012 \$ 1,700,000 * Year 3: SY 2012-2013 \$ 1,700,000 * * Any Budget Request entered for funds in Year 2 and/or Year 3 constitutes the LEA/campus requesting approval of the waiver for extending the period of availability of these grant funds, whether indicated on Schedule #4B—Program Description: Waiver Requests or not.		
Provide any necessary explanation or clarification of budgeted costs		

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Texas Title I Priority Schools Grant Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher				\$	\$
2	Educational Aide					
3	Tutor					
Program Management and Administration						
4	Project Director	Monitor District Implementation of Grant		1		\$21,881
5	Project Coordinator	Monitor Campus Implementation of Grant	1			\$181,250
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant	Clerical position (District level)		1		\$7,957
9	Data Entry Clerk	Clerical position (Campus level)	1			\$86,328
10	Grant Accountant/Bookkeeper	Bookkeeper (District Level)		1		\$7,313
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title: ELA Strategist		1			\$145,320
23	Title: Math Strategist		1			\$145,320
24	Title:					
25	Title:					
26	Subtotal Employee Costs				\$ 0	\$ 595,369
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay			\$	\$ 21,922
28	6119	Professional Staff Extra-Duty Pay				\$1,313,397
29	6121	Support Staff Extra-Duty Pay				
30	6140	Employee Benefits				\$137,717
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$ 0	\$ 1,473,036
Grand Total Payroll Budget (line 26 + line 31)						
32					\$ 0	\$ 2,068,405

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Texas Title I Priority Schools Grant					
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Amount Budgeted
6212	Audit Costs (other than audits required under OMB Circular A-133) Specify purpose: _____			\$ 0	\$ 0
6269	Rental or Lease of Buildings, Space in Buildings, or Land Specify purpose and provide calculation: School Planning Academy \$10,000 per year			\$0	\$30,000
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools) Specify purpose: Parent Communication Newsletter (3 issues per year for 3 years)			\$0	\$4,500
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools) Specify purpose: _____			\$0	\$0
Subtotal					
6200 – Professional and Contracted Services Cost Requiring Specific Approval				\$0	\$34,500
Professional and Consulting Services (6219/6239) Less than \$10,000					
#	Topic/Purpose/Service			Total Contracted Amount	Total Amount Budgeted
1.	Attendance at National Staff Development Council Conference (3 years)			\$ 1,800	\$ 1,800
2.	ACT Tutorial Consultant (3 years)			\$16,200	\$16,200
3.	Effective Writing Instruction (3 years)			\$1,920	\$1,920
4.	TAKS Implementation (3 years)			\$1,920	\$1,920
5.	Thematic Units Training (Frank Zepeda) (3 years)			\$7,500	\$7,500
6.	Positive Behavior Support (3 years)			\$12,000	\$12,000
7.	Differentiating instruction(3 years)			\$22,500	\$22,500
8.					
9.					
10.					
Subtotal					
Professional and Consulting Services Less than \$10,000				\$ 0	\$ 63,840
Professional and Consulting Services (6219) Greater than or Equal to \$10,000					
1. Description of Professional or Consulting Service (Topic/Purpose/Service): History Alive/ Teachers will incorporate novelty and variety, a component of Working on the Works for designing model lessons, to facilitate comprehension for special education and ELL students.					
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Total Amount Budgeted
Contractor's Payroll Costs Title: History Alive			1	\$ 45,000	\$ 45,000
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (____%)					
Total Payment:				\$ 45,000	\$ 45,000

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Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)

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

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

United Professional Services/ Improve student morale by fostering post secondary educational goals by providing students the academic assistance necessary to meet their academic/post secondary goals.

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 129,600	\$ 0	\$ 129,600
Title: United Professional Services				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 129,600	\$ 0	\$ 129,600

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

Blocked Scheduling Consultation / Research indicates that time is an important factor in implementing higher standards for all students. Time required for learning a new concept or skill varies from student to student, some requiring more time than others to reach a standard's criteria.

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 30,000	\$ 0	\$ 30,000
Title: Blocked Scheduling Consultation				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 30,000	\$ 0	\$ 30,000

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

Summer Team Training/ The school planning academy held in 2009 fostered a collaborative atmosphere between staff while establishing positive systems to improve leadership, teaching, and student performance.

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 90,000	\$ 0	\$ 90,000
Title: Summer Team Training (SIRC)				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials		\$30,000	0	\$30,000
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 120,000	\$ 0	\$ 120,000

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

Social services support to create community-oriented schools (SIRC)

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 406,080	\$ 0	\$ 406,080
Title: Social Services Support (SIRC)				

	Subgrants, Subcontracts, Subcontracted Services			
	Supplies and Materials			
	Other Operating Costs			
	Capital Outlay (Subgrants Only)			
	Indirect Cost (____%)			
Total Payment:		\$ 406,080	\$ 0	\$ 406,080
6. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Targeted Professional Development/ Technology to support outside consultants, additional staff for the job-embedded PD, conferences.				
Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award
	Contractor's Payroll Costs			Total Amount Budgeted
	Title: Targeted Professional Development		\$ 60,000	\$ 0
	Subgrants, Subcontracts, Subcontracted Services			\$ 60,000
	Supplies and Materials			
	Other Operating Costs			
	Capital Outlay (Subgrants Only)			
	Indirect Cost (____%)			
Total Payment:		\$ 60,000	\$ 0	\$ 60,000
7. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Operational Flexibility Training to implement strategies leading to improved student achievement and graduation rates.				
Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award
	Contractor's Payroll Costs			Total Amount Budgeted
	Title: Operational Flexibility (SIRC)		\$ 30,000	\$ 0
	Subgrants, Subcontracts, Subcontracted Services			\$ 30,000
	Supplies and Materials			
	Other Operating Costs			
	Capital Outlay (Subgrants Only)			
	Indirect Cost (____%)			
Total Payment:		\$ 30,000	\$ 0	\$ 30,000
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:			\$ 0	
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:			\$0	\$34,500
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:			\$0	\$63,840
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:			\$0	\$820,680
Remaining 6200- Professional and Contracted Services that do not require specific approval:			\$0	\$76,284
Grand Total:			\$0	\$995,304

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Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval

Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized			\$ 0	\$252,838	
	#	Type	Purpose			Quantity
	1	Classroom Performance System(Clickers)	It gives instructors and students Immediate feedback from the entire class.			27
	2	Mimio	Engagement of students with technology			56
	3	Scholastic Education	Supplementary learning aids for 6-8.			1
	4					
	5					
6399	Technology Software- Not Capitalized			\$0	\$0	
6399	Supplies and Materials Associated with Advisory Council or Committee			\$0	\$0	
Total Supplies and Materials Requiring Specific Approval:				\$0	\$252,838	
Remaining 6300- Supplies and Materials that do not require specific approval:				\$0	\$1,233,467	
Grand Total				\$ 0	\$ 1,486,305	

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Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval					
Expense Item Description			Pre-Award	Total Budgeted	
6411	Out of State Travel for Employees (includes registration fees)		\$ 0	\$0	
	Specify purpose: _____				
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)		\$0	\$0	
	Specify purpose: _____				
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools)		\$0	\$0	
	Specify purpose: _____				
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)		\$0	\$0	
	Specify purpose: _____				
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees)		\$0	\$10,000	
	Specify purpose: _____				
6429	Actual losses which could have been covered by permissible insurance		\$0	\$0	
6490	Indemnification Compensation for Loss or Damage		\$0	\$0	
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)		\$0	\$0	
	Membership Dues in Civic or Community Organizations (Not allowable for University applicants)		\$0	\$0	
	Specify name and purpose of organization: _____				
6499	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)		\$0	\$0	
	Specify purpose: _____				
Total 64XX- Operating Costs Requiring specific approval:			\$0	\$0	
Remaining 6400 - Other Operating Costs that do not require specific approval:			\$0	\$528,169	
Grand Total			\$ 0	\$ 538,169	

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Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization)					
	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1					
66XX/15XX- Technology Hardware - Capitalized					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
29					
Grand Total					
Total 6600/15XX- Capital Outlay Costs:					

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>108912</u> County-District No.
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Statement of provisions and assurances for the program(s) in this application:

A. Terms defined: As used in these Provisions and Assurances,

- Contract means the entire document, and all of TEA's attachments, appendices, schedules (including but not limited to the General Provisions and the Special Provisions), amendments and extensions of or to the Standard Contract;
- Agency or TEA means the Texas Education Agency;
- Contractor means the party or parties to this contract other than Agency; including its or their officers, directors, employees, agents, representatives, consultants and subcontractors, and subcontractors' officers, directors, employees, agents, representatives and consultants;
- Project Administrator means the person representing Agency or Contractor, as indicated by the contract, for the purposes of administering the contract project;
- Contract Project means the purpose intended to be achieved through the contract of which these Provisions and Assurances are a part;
- Applicant means the same as Contractor;
- SAS means the Standard Application System of which the application document is a part;
- "Application" means the entire package submitted by the Applicant including the schedules contained in the application and so indicated on the General Information page of the application package;
- Amendment means an application that is revised in budget categories and/or in program activities. It includes both the original application and any subsequent amendments; or extensions thereto;
- Works means all tangible or intangible material, products, ideas, documents or works of authorship prepared or created by Contractor for or on behalf of TEA at any time after the beginning date of the Contract (Works includes but is not limited to computer software, data, information, images, illustrations, designs, graphics, drawings, educational materials, assessment forms, testing materials, logos, trademarks, patentable materials, etc.); and,
- Intellectual Property Rights means the worldwide intangible legal rights or interests evidenced by or embodied in: (a) any idea, design, concept, method, process, technique, apparatus, invention, discovery, or improvement, including any patents, trade secrets, and know-how; (b) any work of authorship, including any copyrights, moral rights or neighboring rights; (c) any trademark, service mark, trade dress, trade name, or other indicia of source or origin; (d) domain name registrations; and (e) any other similar rights. The Intellectual Property Rights of a party include all worldwide intangible legal rights or interests that the party may have acquired by assignment or license with the right to grant sublicenses.
- Grant means the same as Contract;
- Grantee means the same as Contractor;
- Grantor means the same as Agency; and
- DCC means the Document Control Center of Agency.

B. Contingency: This contract is executed by Agency subject to the availability of funds appropriated by legislative act for the purposes stated. All amendments and/or extensions or subsequent contracts entered into for the same or continued purposes are executed contingent upon the availability of appropriated funds. Notwithstanding any other provision in this contract or any other document, this contract is void upon appropriated funds becoming unavailable. In addition, this contract may be terminated by Agency at any time for any reason upon notice to Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency. This contract may be extended or otherwise amended only by formal written amendment properly executed by both Agency and Contractor. No other agreement, written or oral, purporting to alter or amend this contract shall be valid.

C. Contractor's Application: Furnished to Agency in response to a request for application, is incorporated in this contract by reference for all necessary purposes. It is specifically provided, however, that the provisions of this contract shall prevail in all cases of conflict arising from the terms of Contractor's application whether such application is a written part of this contract or is attached as a separate document.

D. Requirements, Terms, Conditions, and Assurances: Which are stated in the Request for Application, in response to which Applicant is submitting this application, are incorporated herein by reference for all purposes although the current General Provisions shall prevail in the event of conflict. The instructions to the Standard Application System, as well as the General and Fiscal Guidelines and Program Guidelines, are incorporated herein by reference.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 108912 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 and Liquidations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered between the beginning and ending dates of the contract. The contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract no later than 30 days after the ending date of the contract, to coincide with the submission of the final expenditure report, due 30 days after the ending date of the contract. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<div style="text-align: center;"> <u>108912</u> County-District No. </div>
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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.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<div>108912</div> County-District No.
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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.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>108912</u> 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;

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108912 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.
12. **Prohibition of Text Messaging and E-mailing while Driving during Official Federal Grant Business**: Personnel funded from federal grants and their subcontractors and subgrantees are prohibited from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using organization-supplied electronic equipment to text message or e-mail while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the U.S. Department of Education).

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<div style="text-align: center;"> 108912 County-District No. </div>
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LL. High-Risk Status, Special Conditions, and Enforcement Actions: Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

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

SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <div>108912</div> 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	<u>108912</u> County-District No.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<div style="text-align: center;"> <u>108912</u> County-District No. </div>
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D - Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108912</u> County-District No.
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Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.)
Do not sign and submit this disclosure form unless lobbying activities are being disclosed.

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

<p>SCHEDULE #6E</p> <p>NCLB ACT PROVISIONS & ASSURANCES</p>	<p>TEXAS EDUCATION AGENCY</p> <p>Standard Application System</p> <p>School Years 2010-2013</p>	<p><u>108912</u></p> <p>County-District No.</p>
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The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<div style="text-align: center;"> 108912 <hr/> County-District No. </div>
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

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

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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.

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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;

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

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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