

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	Corpus Christi ISD Organization Name	178-904 County-District#
		Menger Elementary School Campus Name	178904124 Campus Number
		1746000581 9-Digit Vendor ID#	2 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	X	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	X	<input type="checkbox"/>
5D	Supplies and Materials 6300	X	<input type="checkbox"/>
5E	Other Operating Costs 6400	X	<input type="checkbox"/>
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	X	<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
Doyne	Scott	Elliff	Superintendent
Phone	Fax	Email	(referred)
361-886-9003	361-886-9109	Scott.Elliff@ccisd.us	

Only the legally responsible party may sign this application.

6 complete copies of the application, at least 3 with original signature(s), must be received by 5:00 p.m. Thursday, June 3, 2010:

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

TEA DOCUMENT CONTROL NO.

701-10-112-245

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<p align="center">Texas Title I Priority Schools Grant</p>		
<p align="center">Schedule #1—General Information</p>		
<p>Part 2: List of Required Fiscal-Related Attachments and Assurances</p>		
<p>For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the back of the application as an appendix.</p>		
<p>1 <input type="checkbox"/></p>	<p align="center">Proof of Nonprofit Status</p> <p>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.)</p>	
<p>2 <input checked="" type="checkbox"/></p>	<p align="center">Assurance of Financial Stability</p> <p>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.</p>	
<p>3 <input checked="" type="checkbox"/></p>	<p align="center">Assurance of Submittal of Reviewer Information Form</p> <p>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.)</p>	

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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 3: Applicant Information					
Local Educational Agency (LEA) Information					
LEA Name Corpus Christi Independent School District					
Mailing Address Line - 1		Mailing Address Line - 2		City	State
P.O. Box 110		801 Leopard Street		Corpus Christi	TX
U.S. Congressional District Number		Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code		NCES Identification Number
27		055123988	4ARQ9		4815270
Campus Name				County-District Campus Number	
Menger Elementary School				178904124	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
2401 S. Alameda				Corpus Christi	TX
Applicant Contacts					
Primary Contact					
First Name		Initial	Last Name		Title
Yvonne		G.	Colmenero		Executive Director
Telephone		Fax	Email		
361-886-9082		361-886-9166	Yvonne.Colmenero@ccisd.us		
Mailing Address Line - 1		Mailing Address Line - 2		City	State
P.O. Box 110		801 Leopard Street		Corpus Christi	TX
					78403-0110
Secondary Contact					
First Name		Initial	Last Name		Title
Sharon		K	South		Director
Telephone		Fax	E-mail		
361-886-9113		361-886-9166	Sharon.South@ccisd.us		
Mailing Address Line - 1		Mailing Address Line - 2		City	State
P. O. Box 110		801 Leopard Street		Corpus Christi	TX
					78403-0110

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

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

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

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25	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.	Program Assurances	
26	An LEA that has nine or more Tier I and Tier II schools is prohibited from implementing the transformation model in more than 50% of those schools.	Program Assurances	
By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities.			
Part 3: Statutory Assurances			
#	Statutory Assurance Description		
1	Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.		
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. <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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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2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the transformation model , the campus assures That it will it implement the following federal requirements. <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 1. Takes into account data on student growth as a a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed and with teacher and principal involvement 		

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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 type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input checked="" type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance		
Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>A ground-breaking approach will transform Menger Elementary into a world class school by empowering all students and staff with the knowledge and tools necessary for success.</p> <p>Our goal at Menger Elementary is to assemble a unified partnership among home, school, and the community, in order to solidify an equitable educational foundation for each and every Menger student. The framework for developing strong thinking skills and key cognitive strategies will prepare our learners to be well rounded citizens and/or college-ready. A high mobility rate and the low performance of economically-disadvantaged students have been an area of concern. In addition, significant data indicates parent involvement has been at an all-time low. By engaging our parents in meaningful enrichment classes and seeking out the talents and abilities among our parents, we will work together to educate the whole child. The community will be incorporated into facilitating some of these courses. We intend on addressing these issues, by immersing our learning community and becoming a "family" at Menger Elementary.</p> <p>Another crucial goal is to impact student learning. Our campus will have rigorous extended school days, offer Saturday Academic Academies, and investigative field trips, to increase hours of instruction that address the various modalities of learning. By extending the school day and increasing hours of instruction, we will heighten student achievement in all academic areas. Due to previous low academic scores particularly in Math and Science, additional staffing will be embedded to create and sustain a Math and Science lab where students will be able to work with hands-on, minds-on, real-world problem solving activities.</p> <p>Building solid foundations across our campus is vital. We will construct an innovative Literacy lab in order to decrease the student-teacher ratio to serve the needs of students. Due to high retention levels in kindergarten and first grade, we are going to provide operational flexibility which will enhance student readiness by providing accelerated and small group data-driven differentiated instruction. In addition we will utilize Team Teachers across the grade levels, to decrease student-teacher ratio and provide students with intensive interventions in core curricular academics.</p> <p>It is imperative to foster a respectful culture and climate, where all Menger students, parents, and staff, make decisions with their hearts and minds which in turn, will cultivate world class citizens. The fact that we live in a city where gang activity and bullying are prevalent, Positive Behavior Supports and Capturing Kids Hearts programs are necessary. These programs will increase attendance, social competencies, self-respect, and commitment to learning, while decreasing discipline referrals being the major link in creating community and cultural connections.</p> <p>As we researched across the curriculum, evidence shows integrating technology-based supports as part of our instructional program, deepens and enhances the learning process for all students and staff. In order to help make teaching and learning meaningful and fun, technology will play a positive role in bridging academic achievement. Scholars will be college ready if we provide them with the skills they need for the ever changing digital revolution occurring in our world today. Technology gives you the world at your finger tips and within a click of a mouse you are on opposite sides of the world. Online training will provide staff with the knowledge needed to implement this graph.</p>		

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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	27	75	83	67	62	77	55								446
Open-Enrollment Charter School															0
Total Students:	27	75	83	67	62	77	55	0	0	0	0	0	0	0	446
Total Instructional Staff														40	
Total Support Staff														13	
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	AEIS reports for the previous years														
2	Demographics of the school-attendance, ethnicity, mobility, at-risk, teacher-student ratios, gender, and enrollment														
3	Promotion/ retention rates														
4	Classroom, Program Assessments, and Interventions needed														
5	Standardized, norm-referenced, benchmark assessments, criterion-reference test and measures														
6	District Curriculum resources and instructional design/delivery including District scope and sequence, vertically and horizontally alignment at a campus level, and alignment with National and State standards														
7	Classroom schedules and special program schedules														
8	Professional development online training, effective pedagogy subject specific staff development course training														
9	Stakeholders participation such as family, political, faith-based organizations, agencies, and community members and business														
10	Program support services e.g., extracurricular activities, LPC social services, etc.														
11	TAMU-CC University Representative														

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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>To identify the needs of our campus, we looked at the following data sources:</p> <ul style="list-style-type: none"> • State AEIS reports for the previous five years • Demographics of the campus attendance, ethnicity, mobility, at-risk, teacher-student ratios, gender, and enrollment • Promotion/ retention rates • Classroom and Program Assessments • Standardized, norm-referenced, benchmark assessments, criterion-reference test and measures • Curriculum resources and materials • District scope and sequence • Campus instructional design and delivery • Classroom schedules and special program schedules • Professional development activities • Family and community participation at the school • Program support services e.g., extracurricular activities • Campus parent and student surveys • Campus student interviews • Campus staff collaboration and input • Phone banks with input from stakeholders including faith-based organizations, businesses, etc • College Ready Input, TAMU-CC • Schlechty Center for Leadership in School Transformation • Working on the Work Design Team • District Level Title I Program Specialist collaboration • District Level Job Embedded Trainer (JET) • District and Campus Level National Board Certified Teachers • Title I Instructional Teacher Advisor for Campus • District Mentor • Administrator • Special Education teachers • Bilingual Education teacher • Retired Teacher (Tutor) • Planning and Decision Making (PDM) Community Representative <p>We had round table discussions with specialists from the district and interviews with local community agencies. We designed surveys to analyze campus, home/family, and community needs relevant to our school population. After disaggregating, charting, and analyzing the information, we developed and will implement courses offering novelty, variety, and choice based on instructional needs and student/family interests. Continuous collection of formative, interim, summative assessments and evaluations of data collected will be utilized to inform and differentiate instruction to ensure the programs are meeting individual academic students' needs. Menger's school will follow-up with continuous input from various learning organizations such as: students, staff, parents, administration, central office personnel, superintendent, school board members, and community stakeholders to ensure that all goals are in place and achieved for instrumental transformation of Menger Elementary.</p>		

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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	Cynthia Wilson-Ferris-Principal	
2	Amanda Bolliger-Assistant Principal	
3	Barbara Hinnant-Title 1 Instructional Teacher Advisor	
4	Luz Castillo-Bilingual Kinder Section Leader	
5	Belinda Silva-National Board Certified Teacher, Mentor Teacher	
6	Imelda Garcia-4 th Grade Section Leader	
7	Amanda Castaneda-Bilingual 4 th Grade Job Embedded Teacher (JET) , Mentor Teacher	
8	Frances Woodall-Special Education Teacher	
9	Jennifer Perez-Special Education Section Leader, Instructional Technology Section Leader	
10	Gilda Mata-Parent Liaison	
11.	Joyce Smith-Secretary	
12.	Erika Osbun-Barrera Title I Program Specialist, National Board Certified Teacher	
13.	H.E.B. Grocery Community contact	
14.	Nancy Wesson-Dodd , Y.W.C.A. Community Director	
15.	Mary Ann Shaw , PDM Community Representative	
16.	Troy Nickelson, Prevention and Intervention Specialist	
17.	Shar Garrett, Good News Club, Faith Based Community Representative	
18.	Gloria Lear, First Methodist United Church, Faith Based Community Representative	
19.	Grace Meza, School Counselor	
20.	Sylvia Martinez, LPC Social Worker	
21.	Texas A&M University-Corpus Christi, Science Department Chairperson	

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Schedule #4B—Program Description		
Part 2: Project Management		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.		
<p>The Executive Director for Special Programs will oversee the District Shepherd who will manage, monitor, and evaluate on a day-to day basis the start-up and implementation activities of the Texas Title I Priority Schools Grant to ensure successful implementation and operation of the transformation model during the in-school day as well as before-and after-school tutoring and extended learning, Saturday school, summer school and other instructional programs. The role of the District Shepherd is to manage, monitor and support the campuses by observing, visiting, and solving problems as they arise. Using daily calendars, hourly schedules, eduphoria - the web-based curriculum management system, educator and student attendance reports, progress reports, evaluation reports, student achievement data, and site visits, the Executive Director along with the Director for NCLB, and the District Shepherd will provide for the coordination and regular collaboration of the stakeholders-including each member of the Design Team, the principals, teachers, parents, counselors, and teachers. The District Shepherd will also assist with the replacement and recruitment of qualified staff, monitor the progress of 90 day action plans, and ensure the campus is provided operational flexibility.</p>		
<p>The campus implements a Title I, Part A school-wide program. As such the school may appropriate Title I, Part A, and State Compensatory Education funds to supplement the regular educational program. CCISD follows the State of Texas guidelines regarding the site-based decision-making process mandated for all Texas school districts. The process enables stakeholders at the campus to make decisions regarding planning, budgeting, curriculum, staffing patterns, staff development, and school organization to improve the educational outcomes of the school.</p>		
<p>Through the process of periodic collaboration, teachers will use professional development to create high levels of learning for all students. Ongoing professional development that addresses the needs of minority and under-represented groups will meet the goal of increasing success for all students. In an effort to provide high-quality instruction for all students, including students with disabilities, teachers will receive professional development in the areas of contextual and problem-based learning and student-centered approaches. The intent is for teachers to incorporate differentiated instruction into teaching methods to improve achievement levels of all students. Leadership coaching will build capacity to cultivate campus/district administrators and teacher leaders. Online professional development will offer multiple venues for engagement in various types of learning.</p>		
<p>In addition, different departments and offices will facilitate specific needs outlined in the transformation of the campuses. Program Specialists will provide support to the campuses by offering instructional support and by ensuring the campuses are in compliance with the TTIPS Grant. Content instructional program coaches will also provide instructional support. Their expertise in the core disciplines will guarantee the use of best practices at the campus. The School Services Director will be available to campus administrators to assist in the implementation and evaluation of the TTIPS Grant. The department of transportation and facilities will provide flexible hours of operation for the students participating in the grant initiatives.</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>The committee consulted students, staff, parents, and the community regarding the proposed implementation of the school intervention model. With gathered reports, periodicals, and internet websites, the committee created a survey personalized to Menger Elementary. Students were given the opportunity to fill out a two-part survey requesting information such as, likes and dislikes, favorite academic subjects, and extracurricular/recreational activities. They were also given options to express their interests and memorable experiences they have had throughout the school year. All diverse ethnic groups were represented in face-to-face interviews conducted by committee members. Pertinent questions were answered that assisted in accumulating data to offer enrichment in the areas of career/college readiness goals, personal needs, and interests. Teachers and students made it a priority to give immediate feedback through the survey and interviews conducted. The information was disaggregated and incorporated into our findings for the intervention purposes.</p> <p>Staff collaborated by reflecting on current practices, asking difficult questions, and making bold suggestions. The committee then took this crucial feedback and integrated it into the proposed implementation of the school transformation model. We need to have a deep-rooted understanding that transformation is essential on our campus and it will not be an easy task. It is an endeavor that our staff is eager to undertake in our learning organization. Involving stakeholders in the planning process of a program-through program development, implementation, and evaluation-increases likelihood that a program will address relevant concerns and will be well received and utilized.</p> <p>A parent survey was sent home requesting information allowing parents an opportunity to make suggestions for campus improvement and give their opinions regarding the quality and quantity of instruction their child(ren) receive. Parents promptly responded to the survey sent home with students. Parents accepted ownership and offered meaningful input to ensure their responses reflected their beliefs. The number of surveys expediently returned made a significant impact on obtaining the information needed.</p> <p>The committee conducted phone interviews, as well as round table discussions and meetings, with various community stakeholders including:</p> <ul style="list-style-type: none"> • HEB Local Grocery Education Contact person • Port of Corpus Christi • Faith Based Organization(Good News Club) Shar Garrett • Faith Based Organization-First United Methodist Church • Positive Reinforcement Of Students (PROS), Troy Nickelson • Juvenile Enforcement Team Director • LPC Social Worker • Texas A&M University-Corpus Christi, Science Department Chairperson • Young Women's Christian Association (YWCA), Recreational Director, Nancy Wesson-Dodd <p>While the stakeholders listed above were asked for input pertaining to their views of our school's strengths and needs, the community members shared their desired visions and roles of participation for Menger Elementary's transformation model. The stakeholders, along with an instructional cabinet of leadership of the Assistant Superintendent for Curriculum and Instruction and the Assistant Superintendent for School Leadership Services composed of district-level supervisors who provide leadership for campuses will work together. The conclusion was made to transform our school and unite in a common cause. When all the entities are linked together, and not as individual strands, the results will be ground-breaking. With this design system, we will facilitate a safe school environment which meets all students' academic, emotional, health, and social needs.</p> <p>Assessment of the plan is ongoing with modifications made as goals are achieved and as otherwise needed. The District Shepherd will communicate with district and campus staff to ensure assessment is used to target objectives of the project to maintain program fidelity. Formal and informal communication with stakeholders is ongoing and necessary to successful school wide implementation. Communication avenues will include meetings, conference calls, newsletters, email, posters, voicemail, texts, tweets, and lunch meetings.</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.		
<p>In order to transform Menger Elementary into a world class school, we will assemble a unified partnership among home, school, and the community so every student receives an equitable education. We will build our Menger "family" and educate our children as a whole by increasing parent involvement. We have involved our parents with interest surveys and have found meaningful input to supplement parents with skills to meet their child's needs. We can offer classes to them become college and career ready using various agencies and community partnerships such as TAMU-CC university. GED classes will help to decrease mobility rate if parents are given the chance to obtain job seeking skills, which in turn would improve performance of economically-disadvantaged students. This opportunity will support the instructional program at the campus in addition to bridging the gap in the home environment as well. Attendance sign-in sheets and GED completion rates will address the successful management of this goal.</p>		
<p>Managing and building a solid foundation will encompass building a literacy lab and providing it with the hands-on materials necessary to reinforce read, writing, and comprehension skills. This will be monitored via DRA, running records, and academic reading growth per mastery of TEKS. Team teachers will manage data-driven differentiated instruction that is vertically aligned from grade to grade. Student ratio will be reduced, recorded, and on a campus level. Teachers and administration will monitor this goal with performance, data-driven, results to ensure student success.</p>		
<p>Student learning will be impacted by implementing rigorous extended school days, Saturday Academic Academies, and Summer programs. By extending the school day, we are increasing hours of instruction and collaborative planning, to heighten student achievement and address various modalities of learning in all academic areas. Additional high quality staff will be embedded to create and sustain a Math, Science, and Literacy lab where students will be able to work with hands-on, problem solving activities, and participate in field investigative and instructional field trips. There will be multiple Literacy Night celebrations such as dressing up as a favorite book character, book parade, etc. Campus wide utilization of team teaching will decrease student-teacher ratio and provide students with intensive intervention using best practices in core curricular academics. Saturday Academic Academies will provide enrichment instruction with authentic and engaging activities based on student interest surveys. Extended/restructured services may consist of: recreational, fine arts, instructional, problem solving, creative dramatics, technology, character education, and advisory periods. All of the above will be managed through attendance sign-in monitoring, surveys, and engage-o-meters.</p>		
<p>By creating a world class school, we will foster a respectful culture and climate, where all Menger students, parents, and staff, make decisions with their hearts and minds which in turn, will cultivate world class citizens. Positive Behavior Supports and Capturing Kids Hearts will increase attendance, social competencies, and commitment to learning, while decreasing discipline referrals. These grant activities will be managed with the help of PROS instructor, PBS support staff, and a LPC social worker.</p>		
<p>Using differentiated instruction strategies and integrating technology-based supports with Media Magic Broadcasting, we will positively reinforce students and showcase their work, conduct interviews, and host core academics family nights. Ultimately teachers will be able to dissolve the barriers of classroom walls and open the windows to a world of possibilities. Technology activities will be managed through online staff training and collection of data-driven software.</p>		
<p>Overall implementation of the grant program will be administratively directed by the Office of Instruction and Curriculum under the supervision of the Assistant Superintendent for Curriculum and Instruction and the Executive Director for Special Programs. The District Shepherd will monitor the implementation process to ensure that the district maintains operational flexibility and avoid barriers to the grant project.</p>		

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Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>The district will align other resources for the school improvement interventions by ensuring federal, state, and local funds are utilized in compliance with federal, State, and district guidelines to supplement the regular education program and the TIPPS Grant. The campus will continually review and update the comprehensive needs assessment and campus improvement plan to ensure all needs are addressed with a coordination of funding sources. Local, State Compensatory Education, Title I, Part A, and Title I ARRA funds will be analyzed to ensure the most efficient use is achieved. District offices will collaborate to plan for resources and services to the campus and avoid duplication of effort. The district will ensure content area specialists and coaches are available as instructional resources and budgetary support. Additionally, the district will utilize the School Improvement Resource Center and the Education Service Center, Region 2, for technical assistance and professional development.</p>		
<p>The program manager and district personnel will monitor activities and budget expenditures on a monthly basis to track progress on the project's timeline. The effectiveness of grant funds will be leveraged by the use of existing district and campus resources. Active involvement and monitoring by the District Shepherd and Executive Director for Special Programs will ensure coordination with relevant district programs. Partnerships with community stakeholders will facilitate a greater sense of purpose and sustainability. Locally, many businesses and industries have committed to the support of CCISD schools. In order to effectively implement the grant the campus will align our federal, state, local and community resources to help achieve the goals in the grant, which is to increase student achievement in all academics by reaching each student's potential and create life-long learners.</p>		
<p>Menger Elementary school local funds will be utilized to fund highly qualified instructional teachers, hire instructional tutors to assist in the classroom to provide small group instruction in the classroom for all students, purchase classroom materials, and instructional supplies, and other miscellaneous operating necessities. In addition, local funds will be implemented to provide substitutes for teachers to attend innovative job embedded professional development to result in effective teaching, as well as on-line training.</p>		
<p>The Title 1 funds will be utilized to help serve all economically disadvantaged students. Title 1 funds will be designated for job-embedded professional development, salaries of Title 1 Instructional teacher advisor, instructional paraprofessionals, parent liaison, curriculum materials and supplies, supplemental instructional resources, and technology equipment. The state compensatory fund will be utilized to provide all students with supplementary instruction. This includes intensive instructional programs, Mentoring Minds curriculum, job-embedded staff development activities geared to new competencies specifically geared to the needs of at-risk students, small group tutoring during the instructional day, after school and Saturday tutoring.</p>		
<p>Community stakeholders will be utilized to help Menger school facilitate a safe school environment which meets all students' academic, emotional, health, and social needs. These partnerships will play a vital role in the transformation of Menger Elementary for all students to become lifelong learners.</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.		
<p>Susan Howze is currently a Director for School Leadership serving the Ray vertical learning community in the Corpus Christi Independent School District. As Director for School Leadership she provides leadership and support services to Ray High School and feeder Middle Schools and Elementary Schools to Ray.</p> <p>Prior to this position, she has served as Principal for CCISD at Windsor Park Elementary Athena Program and Meadowbrook Elementary Schools. She has taught an array of elementary grades Kindergarten through Fifth grade in several different school districts.</p> <p>Dr. Howze serves on numerous state committees and is the current District 2 President-Elect for the Texas Elementary Principals and Supervisors Association (TEPSA). She is also an active member in the National and State Associations for the Gifted and Talented.</p> <p>Susan completed her Doctor of Education at Texas A&M University, Corpus Christi in 1998, her Masters of Science in Educational Leadership at Corpus Christi State University in 1992, her Elementary Education Certification at The University of Texas, Pan American in 1988 and her Bachelor of Science in Agricultural Journalism at Texas A&M University, College Station in 1983.</p>		

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LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.												
<p>Within the education community, from the superintendent of schools to district administrators, the vision for all students is more defined as programs are aligned and tailored to the needs of the campus. With a high mobility rate, lack of community support, and teacher effectiveness, it has become evident to the education community that campus administrators and teachers must become change agents if they are to transform school environments. The campus administrator must create a campus culture of high expectations for teachers and students if the district is to reach the goal of becoming a World Class School System, and the Office of Special Programs will oversee the District Shepherd who will manage the grant project(s). The District Shepherd's role will include regular and frequent communication with district administrators, campus administrators and staff, and stakeholders, and will occur through on-going monitoring and feedback by means of site visits, e-mail and telephone communication, written reports, budget review, and formative and summative evaluations for each campus. The District Shepherd will be housed under the direct supervision of the Executive Director for Special Programs. The Director for No Child Left Behind (NCLB), who reports directly to the Executive Director for Special Programs, will serve as a guide to the District Shepherd. The Executive Director for Special Programs will communicate frequently with the Director for NCLB and will serve as liaison between the Assistant Superintendent for Curriculum and Instruction and the Assistant Superintendent for School Leadership Services. The Assistant Superintendent for Curriculum and Instruction will provide support to campuses by utilizing central office Curriculum and Instruction staff to help teachers implement the curriculum and assist with instructional delivery. The Assistant Superintendent for School Leadership Services will support campuses by dispatching School Leadership Directors to campuses to assist with school planning, school operations, principal coaching, and accountability.</p> <p>Considering that the sustainability of grants lies in building capacity, it is critical that the District Shepherd works with campus administrators and teachers in order to sustain the program after the completion of the grant. Once the knowledge base of an educator is expanded, learning cannot be erased.</p>												
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Assistant Superintendent for Curriculum and Instruction</td> <td style="width: 50%; text-align: center;">Assistant Superintendent for School Leadership Services</td> </tr> <tr> <td colspan="2" style="text-align: center;">Executive Director for Special Programs</td> </tr> <tr> <td style="text-align: center;">District Shepherd</td> <td style="text-align: center;">Director for No Child Left Behind</td> </tr> <tr> <td colspan="2" style="text-align: center;">Director for School Leadership Services</td> </tr> <tr> <td colspan="2" style="text-align: center;">Principals</td> </tr> </table>			Assistant Superintendent for Curriculum and Instruction	Assistant Superintendent for School Leadership Services	Executive Director for Special Programs		District Shepherd	Director for No Child Left Behind	Director for School Leadership Services		Principals	
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Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>The Corpus Christi Independent School District fully and whole-heartedly supports the Texas Title I Priority Schools (TTIPS) Grant. The district will seek other funding sources, such as state, federal, and private grant opportunities so the campus can continue to implement strategies initiated in the TTIPS Grant. Campus administrators and teachers will stay current on the methodology used in the transformational model and reinforce the strategies on the campus. The implementation of this plan will become institutionalized as self-sustaining over time. The focus on proactive leadership, effective instructional practice, and the use of diverse data sources will drive improved student performance. It is the intent of the Corpus Christi ISD to continue the evolution of the proposed activities beyond the scope of the grant period until the campus is recognized as one of the premier institutions of learning in the State. Other discretionary funds, state funds, and federal funds, such as Title I and Title II programs, will be used to ensure the academic programs continue. The Corpus Christi Educational Foundation, a nationally recognized community-based non-profit organization, provides leadership development and activity programs, supports the iAchieve Grant program, promotes special events, and awards grant projects to individual campuses. The district will pursue funding from the Foundation.</p> <p>The district has framed its professional development plan over the next several years to include targeted professional development that is job-embedded and integrates technology that assist TTIPS teachers in addressing the unique needs of their students. Additional professional development for TTIPS school personnel and participation in the National Staff Development Council Summer Conference will be sustained.</p> <p>The commitment of the district/campus administration, campus staff, and the Board of Trustees is constant. All stakeholders realize the importance of sustaining effective intervention projects. The TTIPS School Improvement Committee will meet on a regular basis to evaluate and ensure all grant initiatives are implemented appropriately. Campus leadership personnel will monitor teachers and staff for the continued implementation of research-based strategies learned in the professional development sessions. New staff members will be scheduled to receive the training in order to internalize the mission of the campus and effectively work with the students. Staff members who are not successfully implementing the strategies will be coached by campus leaders and teachers well-versed in the procedures. Retraining and/or updated training will be arranged as needed. Staff members who are effectively implementing the strategies (based on good data-driven results) will be selected to become model instructors.</p> <p>Parental education and involvement activities that are part of the grant project will become part of the regular parental involvement program at Menger Elementary. Training that is aligned to the professional development offered to staff members will be adapted and provided to parents. Parents will be well-informed to the performance demands of the curriculum and assessments required of their children. Parent contact logs will be reviewed for the number and frequency of consultations.</p> <p>District-level personnel will work collaboratively to ensure the reform efforts and innovative programs are sustained. The Director for School Services assigned to the campus will supervise the principal in the day-to-day operations of the school and communicate accolades and needs to the Assistant Superintendent for School Services. The Assistant Superintendent for Curriculum and Instruction will continue to solicit feedback on the district curriculum and offer support for revision and refinement of the documents. Title I Services will continue to offer technical support to the campus through the coordinator for Title I Services and the Program Specialist assigned to the campus.</p>		

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>The district will recruit external providers first by following the district guidelines as specified by Texas Statute, School Board Policy, and the district Office of Purchasing. A clear description of the service or profile of the personnel that is needed will be created. The type of company or individual that would be recruited would be those who utilize best practices, engage in research-based strategies and interventions and are considered "experts" in their content areas or fields. The next step taken by the district would be to select from an approved district vendor list or advertise through multiple avenues such as online, in the newspaper, through professional organizations, and university career centers.</p> <p>The district will screen potential external providers by conducting background checks, reviewing credentials/resumes, verifying past employment, and contacting references. In addition to this, another measure taken to ensure quality would be to determine if the individual or company indeed utilizes research-based, best practices by asking for a proposal as to how their service will improve student achievement and meet the intent of the grant project. An analysis will be conducted in accordance with Texas Education Code paragraph 44.031(b) that includes consideration of the price, reputation of vendor, years of experience, qualifications and/or certifications, quality of service, and extent to which services meet identified needs.</p> <p>The district will ensure quality by selecting external providers who meet the following criteria:</p> <ol style="list-style-type: none"> 1. Demonstrated record of effectiveness in increasing student academic achievement of students in subjects relevant to meeting the State's academic content (TEKS) and student academic achievement standards (TAKS). 2. Capable of providing instructional services that are: <ol style="list-style-type: none"> (a) High quality, research-based, and designed to increase student academic achievement. (b) Consistent with the instructional program of the district. (c) Aligned with State academic content (TEKS) and student academic achievement (TAKS) standards. (d) Secular, neutral, and non-ideological. 3. Financially sound. 4. Able to provide services consistent with applicable federal, State, and local health, safety and civil rights laws. 5. Evaluation results demonstrate that the provider's instructional program has improved student achievement. 		

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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. The campus will use the following rubric to determine if a site visit is a responsible use of resources and if the site meets the need of the visiting campus. As a result of the site visit, the local campus would expect to gain a solid understanding of the intervention model and its components in action with students and staff; become aware of potential issues and solutions for those issues; take an account of the resources required for implementation; and determine how to best implement the intervention.			
Criteria	Level 3	Level 2	Level 1
Similar demographics	The site of the visit has almost all demographics that match the campus implementing the intervention.	The site of the visit has some demographics that match the campus implementing the intervention.	The site of the visit has almost no demographics that match the campus implementing the intervention.
Ability to accommodate campus group	The site of the visit is able to accommodate a group of six to ten key staff member of the campus implementing the intervention	The site of the visit is able to accommodate a group of three to six key staff member of the campus implementing the intervention	The site of the visit is able to accommodate a group of three or less key staff member of the campus implementing the intervention
Availability of site staff to answer questions	Staff members of the site of the visit have a high level of availability to answer question from the campus implementing the intervention before, during, and after the site visit.	Staff members of the site of the visit have a moderate level of availability to answer question from the campus implementing the intervention before, during, and after the site visit.	Staff members of the site of the visit have a low level of availability to answer question from the campus implementing the intervention before, during, and after the site visit.
Access to observe implementation	The site of the visit allows a high level of access for observation of the intervention being implemented.	The site of the visit allows a moderate level of access for observation of the intervention being implemented.	The site of the visit allows a low level of access for observation of the intervention being implemented.
Level of success	The site of the visit has achieved a high level of success on the state assessment.	The site has achieved a moderate level of success on the state assessment.	The site of the visit has achieved a low level of success on the state assessment or the intervention has not been implemented long enough to determine success on the state assessment.
Cost of travel	The cost of travel is minimal.	The cost of travel is moderate.	The cost of travel is high.

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<p>Lack of Capacity -- If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.</p>		
<p>Not Applicable</p>		

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

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

Part 3: Intervention Model

Section B: Model Selection Process –Describe in detail:

1. The process the LEA and campus followed/will follow to select 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).

Assembling a Unified Partnership

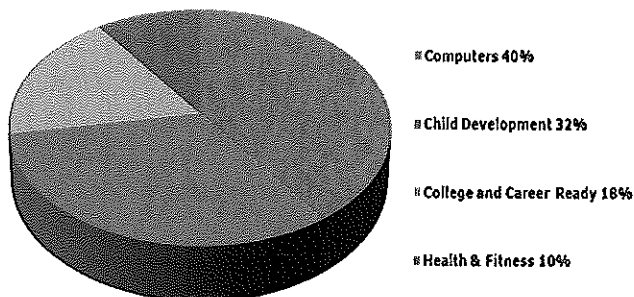
In assembling a unified partnership between the school and home, our staff has the responsibilities to know their clients and offer as many services to ensure academic, physical, emotional, and social well-being of a well-rounded student. Menger staff and parents/guardians were provided the opportunity to have input in making necessary changes to help lead us toward the established direction and transformation. This survey was created and analyzed due to the lack of parental involvement and low performance of economically-disadvantaged students.

Parents when surveyed voiced a need and concern to acquire computer skills. **In year one**, our staff will design a plan to hold classes provided by community agencies to help facilitate this endeavor, such as basic computer skills and online GED classes. Educating our parents will enhance their skills and enable them to help their children with Reading, Math, Science, TAKS testing tips, and homework help. Providing these skills will also unify college-readiness for parents and students as well. We will be pro-active in also starting college and career classes and health, nutrition, and fitness in the first year of implementation. A stronger partnership between school, home, and the community stakeholders will all share in the responsibility of making the transformation of our school a success.

In year two, we will create more classes to build parent trade skills and utilize community resources such as Work Source. We will also implement nutrition and cooking classes that parents expressed a need for. Since we have 420 Hispanics who are at-risk for developing diabetes, we will partner up with a local health agency who will in turn teach healthy lifestyles. Students will be offered nutrition, recreational and extra-curricular activities, such as Wii Fit, Zumba, and dance.

Ongoing learning opportunities and effectiveness of the classes being taught will continuously be monitored and realigned as necessary. To allow equitable access to these mutual goals toward transformation and unity, we will provide flexible scheduling to accommodate the working parents and tokens for public transportation if needed. Childcare will also be provided so parents and community can focus on their learning without distractions. In this transformation, perceived barriers of parental involvement can be dissolved and a guarantee for ultimate success will be assured. The progress of this goal will be monitored by attendance sign-in sheets and engage-o-meters to reflect if classes are found beneficial, enjoyable, and a successful.

Parent Interest Survey Responses



*446 Parents Surveyed with 252 returned

**Implementation Timeline
for Parent Courses**

Fall 2011	Computer Basic Skills Typing Skills Microsoft Basics Internet Browsing Online GED Classes Rosetta Stone Classes Introduce College and Career Readiness
Spring 2011	Child Development Reading Resources Math Resources Science Resources TAKS Testing Tips Homework Tips Introduce Nutrition/Fitness Classes
Fall 2012	College and Career Ready Community Resources Background Check Trade and Textile
Spring 2013	Health and Fitness Nutrition Classes Cooking Classes Fitness: Wii Fit, Zumba, etc.

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

Part 3: Intervention Model

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

Impact Student Learning

A vital aspect to transform Menger Elementary is to impact student learning. Effective educators realize students have various abilities and levels of knowledge. Exceptional teachers recognize there are different modalities of learning; therefore differentiated instruction is imperative and crucial to achieve success. **In the first year of implementation**, extending the school day and adding horizontal and vertical collaborative planning for staff will add an immense amount of instructional learning and planning. We plan to carry out the extended hours of instruction by organizing Saturday Academic Academies and Summer Camps to offer instructional, extra-curricular, recreation, fine arts classes, and field investigative and instruction field trips for each grade level. **In the second year of implementation**, summer camp hours will be increased, more collaborative planning for teachers, and the early bird special program instruction ten minutes per day will be added. We are determined to educate our clients in all areas of their lives (see figure 1).

Increased Learning Time

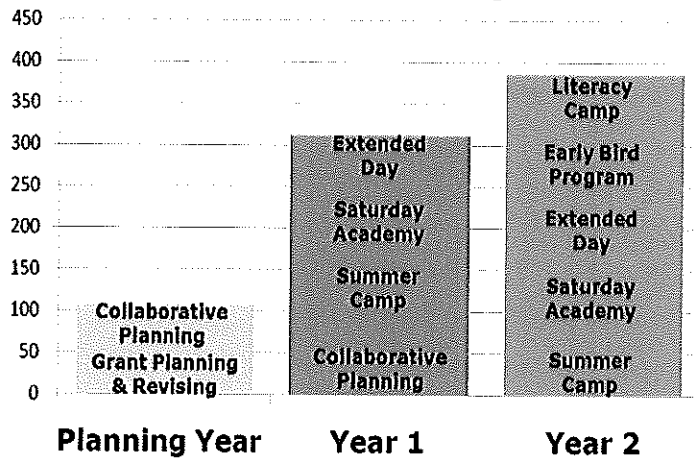


figure 1

Since, our areas of weakness consists of math and science, additional staff will be embedded into our learning environment. New highly qualified staff will be hired to sustain a new math lab and to expand a fully functioning science lab which will provide interactive, technological, real-world problem-solving and problem-based learning.

All staff will be provided equitable opportunities for on-going, highly effective job-embedded professional development. The staff would receive training in areas such as differentiated instruction, higher order thinking, subject-specific pedagogy, and classroom management, etc. Teachers would in turn train others who would then pay it forward and model what they learned. Our campus not only would increase the number of experts in their field(s) but stipends would be offered for them to serve as job-embedded trainers. A professional development monitoring system would also be put into place to measure the success of our qualified staff, instructional

strategies, approaches, and practices. ESC services will be utilized whenever possible.

Since the school will have sufficient operational flexibility to hire staff, we will have professional input on who we hire for developing a ground breaking school. Part of our recruitment process plan involves creating a partnership with our local college staff to assist in making recommendations of recent graduates to fill positions at our school. Our mission is to train, inspire, and motivate students who participate in the Ready Set Teach program, which offers high school juniors and seniors a chance to have field experience and work in a school setting part-time for one to two years. We would offer these outstanding college-ready students a scholarship to a university to pursue a career in the field of education, so we could recruit them to teach at our school. Our school will offer sign-on bonuses to teachers who are highly qualified and certified in science, math, and reading. To promote our excellence in our school and invest in the future, stipends will offer to teachers who embrace the opportunity to enhance their education. Teachers who seek to advance their degrees or certifications, such as National Board Certification and/or Master's, can apply for paid tuitions and/or fees. Once these honors are received, a stipend will be paid to retain this caliber of teachers.

In conclusion, it is paramount we transform ourselves and dive into this endeavor. Staff members will be rewarded for showing 80-90% of measurable growth and participation the **first year**. The **second year** measurable participation will need to increase 90-100% to lock in another incentive reward. After ample opportunities, those who do not reach goals and are not accountable, or do not meet expectations, will be put on growth charts or will be removed. We want to embrace and reward those who challenge themselves and increase student achievement. Our campus and staff will be equipped to facilitate effective teaching and learning to successfully implement transformation that our school is in dire need of.

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

Part 3: Intervention Model

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

Building a Solid Foundation

The Texas Primary Reading Inventory (TPRI) has provided on-going data which shows at least 55% of students are not passing at least 1 portion of the test. Evidence shows, students who are not fluent readers are not motivated to finish high school and drop out. High retention levels in kindergarten and first grade indicate a need to intervene and provide a comprehensive approach to substantially improve student achievement outcomes that lead to successful high school graduates and college ready students.

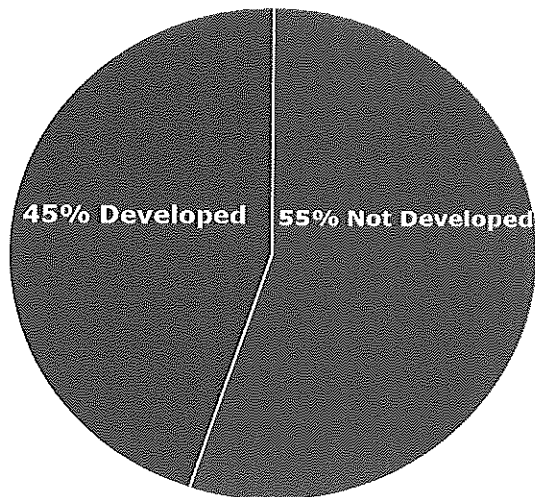
In the first year, our school will organize a new Literacy lab for a kindergarten/first grade classroom. An intensive literacy phonemic awareness program which focuses on phonics, comprehension, fluency and vocabulary will help solidify pre-readiness skills. Small group instruction will be a priority and team teaching will decrease the student-teacher ratio. Students will participate in fun and engaging lessons such as karaoke sing/read/along to build fluency.

In the second year of implementation of the grant, an extended two week reading camp will be put in place.

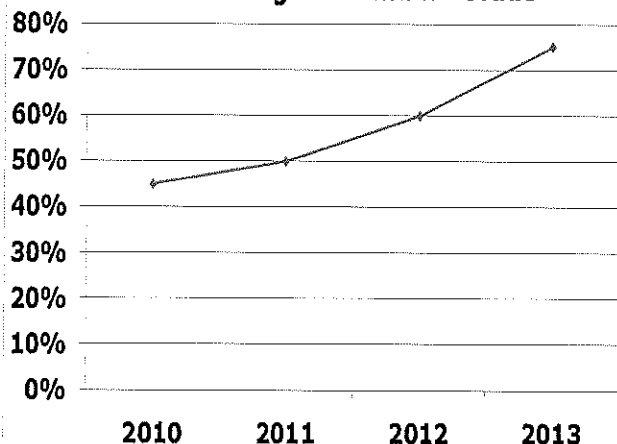
Teachers will monitor reading levels through data driven instruction based on Developmental Reading Assessments (DRA) and running records. By analyzing miscues, teacher will be able to provide prescriptions which focus on individual reading skills. In offering students assistance on their specific reading level, teachers will be able to ensure success. Measurable growth will be monitored via a guided reading growth chart that shows progress. Teachers will continue to use district literacy coaches, job-embedded training, and ESC classes to reinforce new and innovative techniques, strategies, and activities.

The utilization of phonemic awareness software that disaggregates data will allow for re-teaching and reinforcing skills to meet specific individual needs. All staff will be trained in guided reading practices, administering running records, and interpreting data. Collaborative one hour vertical planning sessions, 2- 4 times a month, will align instruction throughout grade levels making sure the interventions are successful for all students.

Kindergarten and First Grade TPRI Results



Timeline of Projected Goals for Kindergarten and 1st Grade



TPRI Developed on Comprehension Expectancy

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Part 3: Intervention Model

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Fostering a Respectful Culture and Climate

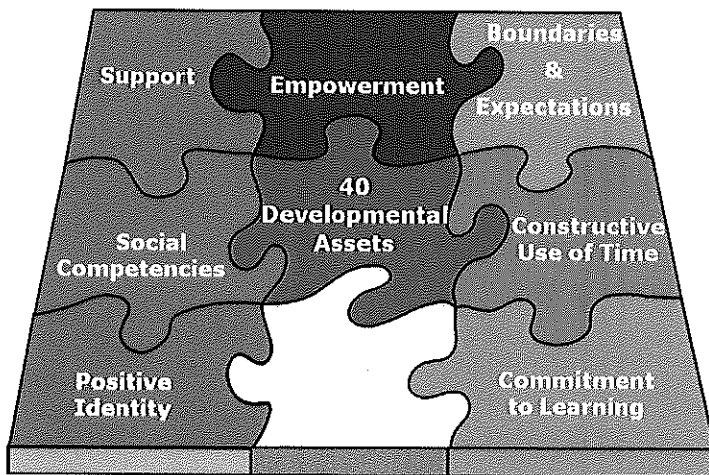
Teachers should have a classroom environment that fosters learning as the primary goal. Involving all stakeholders keeps everyone acknowledged and informed. If leaders comprehend how the laws they help legislate, help increase intervention services, then they will understand positive school wide behavior, such as Positive Behavior for Effective Schools Act (S. 2111).

Business investment is imperative as a second component to Positive Behavior Support (**PBS**). Stakeholders in community groups could help in providing positive incentives for our school. Incentives motivate student character growth and fund a good citizen program, where students earn "gotcha tickets" when they are caught being good. PBS training will be in effect during the **planning stages, first year, and second year implementation** and will be on-going after.

Local media coverage provides the opportunity to recognize and communicate to the community stakeholders, staff, students, and families about our transformation into a world class school. Our campus will highlight student instructional, behavioral, and social achievements by featuring them on our Media Magic Broadcasting program. We plan to have positive-motivational speakers from our community stakeholders to visit and inspire students to display self-respect and to treat others with respect. There is a need to facilitate this not only for our students, but by offering parent training classes for families as well. With bullying and gangs prevalent in our community, instilling parenting classes will broaden the skills we give students to become successful leaders of tomorrow. Faith based organizations will reinforce character education as well.

Texas offers a Statewide Texas Behavior Support Initiative (**TBSI**) to enable and embrace equitable opportunities for all students, including those with special needs, to learn about making choices. This empowers teachers to teach students in the least restrictive environment while meeting student's academic needs, including Individualized Education Plans and Behavior Improvement Plans, designed by the Admission, Review, and Dismissal (ARD) Committee. A Behavioral Unit will be added to our campus next school year, which in turn increases our campus need for all staff to be properly trained and equipped with the knowledge they need for all students to receive a free appropriate education in the least restrictive environment.

Putting the Pieces Together



As a part of our transformation, **the first year** our campus will be providing a summer camp for four weeks which will focus on Capturing Kids Hearts and 40 Developmental Assets. One to two assets will be taught through engaging, teambuilding values which will lead to empowerment, commitment to learning, and social competencies, which will result in decreasing office referrals. The camp will culminate with a Ladder of Success ceremony involving staff, students, stakeholders, and the media to recognize world class citizens.

In year two, the camp will be extended to a six week program. Measurable data will be featured on a Random Acts of Kindness Wall of Fame. By having positive behavior programs during the school year and extended summer camps, we are sure to transform our school and the world around us.

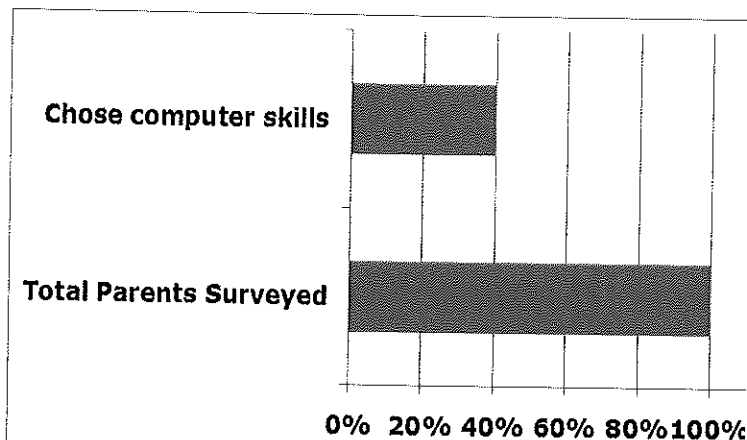
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Texas Title I Priority Schools Grant
Schedule #4B—Program Description

Part 3: Intervention Model

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

Parent Survey Results



***100 of 252 Parents surveyed
 chose to learn about computer skills**

figure 1

Technology

Technology is a core learning aid to school transformation. Our future depends on educators realizing the possibilities students have at their fingertips, simply by clicking a mouse. They will learn about our world and also communicate in an instant with someone across the globe.

It is imperative we bring technology skills to the home, community stakeholders, and to use it as a means of communication. Our parents when surveyed put technology on the top of the list of what they want to learn (see figure 1). We will incorporate stakeholders to help teach and provide services to our families. **During the first year** of implementation, our campus will offer basic computer skills, Study Island GED, and Rosetta Stone to boost language. Technology will also be used to inform families and stakeholders of upcoming events through online newsletters and online surveys that provide suggestions and input.

In creating a world class school, our campus will be properly equipped with the tools needed to reach and teach the 21st century child. Student interest will be boosted when all classrooms are outfitted with technology such as document cameras, smart boards, laptops, and other items needed, to address different modalities of learning, including children with special needs. The school will utilize core academic software such as iStation, System 44, Study Island Math, enVision Math, and Reading A-Z. After researching, we are interested in purchasing interactive phonemic awareness software and licenses to use to complement our Literacy Lab. Faculty will participate in high quality training on data disaggregation to drive intervention programs, such as STAR Reading and Math. This will lead to measurable growth will occur in increased TPRI and TAKS scores.

We intend to create a digital revolution by creating a Media Magic Broadcasting System (MMBS) where students are in charge of creating multi-media projects, including film productions. **In the first year of implementation**, students will begin participating and creating projects and instructional game shows, such as Name that Punctuation, Rappin' Rhyme Time, Estimation Station, and others, that showcase what they have learned in the classroom. MMBS will feature other segments such as recognizing students are showing positive behavior supports (PBS qualities). PowerPoints will be designed to showcase positive attributes such as honesty, respect, compassion, etc. Interviews will be conducted with featured stakeholders explaining their careers. Engage-O-Meters will be used to monitor what shows are enjoyed the most and allow for student input and opinions.

MMBS intends to reinforce school accomplishments by highlighting its best features via school channels. **In the second year** we will survey staff, students, parents, and stakeholders for their input on their interests to update our Media Magic program. In order to give our students the best education they deserve, technology needs to be the key to expanding our classrooms beyond the four walls. Combining transformation goals to become a world class school that provides affiliation and affirmation to all to ensure we reach the highest level on our ladder of success.

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Texas Title I Priority Schools Grant Schedule #4B—Program Description			
Part 3: Intervention Model			
Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.			
1	Menger Elementary Faculty and Staff		
2	National Board Teachers, Job Embedded Trainers, Teacher Mentors, Special Education Specialist		
3	Parents		
4	Community members		
5	Adopt-a-School Partners		
6	LPC Social worker		
7	Planning and Decision Making (PDM) Committee		
8	School Administrators		
9	Juvenile Gang Prevention Team		
10	Math Specialist		
11	Math Coaches		
12	Science Specialist		
13	Science Coaches		
14	Faith-Based Organizations		
15	Recreational Agencies such as YWCA, etc.		
16	Truancy Officer		
17	Positive Reinforcement of Students (PROS) Director		
18	District Literacy Coaches		
19	Title I Specialist		
20	Texas A&M University-Corpus Christi Partnership		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 3: Intervention Model		
Section D: Improvement Activities and Timeline		
<p>On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.</p> <p>For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity.</p> <ul style="list-style-type: none"> 1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math <ul style="list-style-type: none"> A. Data-driven instruction B. Curriculum Alignment (both horizontal and vertical) C. On-going Monitoring of Instruction 2 – Increase the Use of Quality Data to Drive Instruction <ul style="list-style-type: none"> A. Data Disaggregation/Training B. Data-driven Decisions C. On-going Communication 3 – Increase Leadership Effectiveness <ul style="list-style-type: none"> A. On-going Job Embedded Professional Development B. Operational Flexibility C. Resource/Data Utilization 4 – Increase Learning Time <ul style="list-style-type: none"> A. Flexible Scheduling B. Instructionally-focused Calendar C. Staff Collaborative Planning 5 – Increase Parent/Community Involvement <ul style="list-style-type: none"> A. Increased Opportunities for Input B. Effective Communication C. Accessible Community Services 6 – Improve School Climate <ul style="list-style-type: none"> A. Increased Attendance B. Decreased Discipline Referrals C. Increased Involvement in Extra/Co-Curricular Activities 7 – Increase Teacher Quality <ul style="list-style-type: none"> A. Locally Developed Appraisal Instruments B. On-going Job Embedded Professional Development C. Recruitment/Retention Strategies *8 – Technology <ul style="list-style-type: none"> A. Communication for Home and Community Stakeholders B. Impact on Student Academic Success C. Digital Revolution <p>*School improvement activities were designed as a need due to parent surveys and student interest surveys at Menger Elementary School. Data was collected, analyzed, and graphed as documentation for campus needs and transformation.</p>		

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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
1A	Balanced Literacy Management Kit	Toolkit designed to assist teacher with all tools necessary she/he will need in order to properly implement Balanced Literacy system.	- Balanced Literacy: Teaching the Skills AND Thrills of Reading http://www2.scholastic.com/browse/article.jsp?id=4315 -Tuscan Unified School District http://instech.tusd.k12.az.us/balancedlit/handbook/blk5/bltablek-5.htm	08/11	06/13
	Pre-Test	A carefully designed tool that assesses where individual student needs and assists in laying the groundwork for new material without frustrating students.	-Teaching Today http://www.glencoe.com/sec/teachingtoday/subject/di_meeting.phtml	09/11	06/13
1A	Weekly Post-Test	Following instruction, assess intended impact of student achievement and knowledge of skills learned and retained from the week.	-Teaching Today http://teachingtoday.glencoe.com	09/11	06/13
1A	6 Weeks test on target skills/concepts	To assess long term intended impact of student achievement and knowledge of skills learned and retained from each 6 week period.	- <i>The New Kindergarten Teaching Reading, Writing+ More.</i> Constance J. Leuenbarga. - <i>Texas Education Agency Professional Development Guide.</i> Reading Research Quarterly 23	10/11	06/13
1A	Data Binder	Portfolios will allow students to be accountable and monitor their own academic needs, learning styles, and multiple intelligences.	-North Central Regional Educational Laboratory http://www.ncrel.org/sdrs/areas/issues/students/earlycd/ea51143.htm	10/12	06/13

1A	Phonemic Awareness Binder	A carefully constructed binder system with all necessary tools for new or experienced teachers would need to help students with phonemic awareness.	-Lindberg, Frost & Peterson. Griffith, Klesius: Kromery 1992 -Phonics Lessons, Kinder, Grade 1, & Grade 2, Fountas and Pinnell -Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom, Pinnell and Fountas	08/11	06/13
1A	Interactive Notebooks	Subject specific notebooks created by teacher and student together. Portfolio is a compilation of teacher led lecture notes and student work that allows for differentiated instruction.	-Carrie Perales, CCISD Science Consultant -Lucy Sosa, CCISD Science Consultant -Norma Jean Díaz, CCISD Science Consultant -Austin Schools http://www.austinschools.org	08/11	06/13
1A	envision Math	EnVision offers technology integration, interventions, and assessments while using differentiated instruction for remediation and enrichment.	Math Learning Programs by enVISION Math http://www.pearsonschool.com/index.cfm?locator=P SZ153&PMDbSiteId=2781&PMDbSolutionId=6724&PMDbSubSolutionId=6731&PMDbCategoryId=806&PMDbProgramId=34350&level=4	08/11	06/13
1A	Math Lab	The Math Lab would be created to house all materials/manipulatives needed for teaching, hands-on learning, and modeling math skills. It would be maintained by a highly-qualified certified teacher.	Principles and Standards for School Mathematics: National Council for teachers of Mathematics	09/11	06/13
1A	Mini Science Boot Camps across grade levels *Investigative hands-on field trips for each grade level	Enrichment activities that sharpen skills in critical thinking, listening, memory, visualization, and concentration through hands-on science experiments.	-Carrie Perales, CCISD Science Consultant -Lucy Sosa, CCISD Science Consultant -Norma Jean Díaz, CCISD Science Consultant -Cheryl Villanueva, Smith Elementary Certified Science Lab Teacher www.ncsu.edu	02/12 02/13	04/12 04/13

1A	Science Lab *Texas A&M University-Corpus Christi partnership and collaboration	The Science Lab would be created to house all materials/manipulatives needed for teaching, hands-on learning, and science experiments. It would be maintained by a highly- qualified certified teacher.	-Carrie Perales, CCISD Science Consultant -Lucy Sosa, CCISD Science Consultant -Norma Jean Diaz, CCISD Science Consultant -Cheryl Villanueva, Smith Elementary Certified Science Lab Teacher www.ncsu.edu	09/11	06/13
1B	Working on the Work (WOW) Weekly Meetings: Descriptive Reviews and Learning Walks	Utilizing WOW protocols to assist aligning curriculum horizontally and vertically.	<i>Working on the Work</i> , Phillip Schlechty	09/11	06/13
1B	Grade Level Planning using WOW Protocols	Grade levels meet to assure all are meeting the theory of nurturing and commitment in our school.	<i>Working on the Work</i> , Phillip Schlechty	08/11	06/13
1B	District Scope and Sequence, TEKS, Curriculum Alignment	To help follow timeline of TEKS to allow for adequate training.	-District Website www.ccisd.us	08/11	06/13
1B	Mentor Teachers	Mentors assist fellow teachers to help maintain classroom.	-CCISD Mentor Program -Mentor Teachers www.inspiringteachers.com/mentor_teachers.html -Teacher Mentor, Teacher Coach http://teacher-mentorship.suite101.com/article.cfm/teacher_mentors	08/11	06/13
1B	Pair Teachers	Two teachers sharing the responsibility of the classroom utilizing the specialty of both.	http://www.learnnc.org/lp/pages/4754 -Vicki Mitchell, CCISD Special Education Consultant -Janie Cunningham, CCISD Special Education Consultant	08/11	06/13
1B	Implement Math and Science Vocabulary Strategies across campus	Importance of vocabulary in developing concepts is widely documented by teachers.	-Vocabulary Considerations for Teaching Mathematics www.highbeam.com/doc/1G1/17837737.html -Supporting Research: Passwords Science Vocabulary, Curriculum Associates	10/11	06/13

1C	Observations	Teacher observations serve as vehicles for professional growth rather than performance evaluations.	-Teaching Observing Teachers: A Professional Development Tool for Every School www.educationworld.com/a_admin/admin/admin297.shtml	09/11	06/13
1C	Lesson Plans	When you create your own lesson plans it means you have taken a giant step toward "owning" the content you teach and the methods you use.	-Lesson Planning, Lesson Plan Formats and Lesson Plan Ideas www.adprima.com/lesson.htm	08/11	06/13
1C	Engage-O-Meters	Monitor Instruction, standards and surveys.	-Working on the Work, Phillip Schlechty	08/10	06/13
1C	Novelty, Variety, and Choice	With novelty, variety, and choice, student work is varied in methods, skills, and presentation.	-Working on the Work, Phillip Schlechty -Leading for Learning, Recruitment and Induction System, Phillip Schlechty	08/10	06/13
1C	WOW Protocols: Pair Share, Descriptive Reviews, and Learning Walks	Job-embedded professional development Online Professional Development	-Working on the Work, Phillip Schlechty -Leading for Learning, Recruitment and Induction System, Phillip Schlechty	10/11	06/13
1C	Faculty Meeting—share ideas/strategies	Allows for necessary periodic reviews and discussion of classroom and campus events.	-Working on the Work, Phillip Schlechty -Leading for Learning, Recruitment and Induction System, Phillip Schlechty	08/11	06/13
1C	Differentiation based on student need	To meet teacher needs for differentiated instruction practices, Stetson and Associates offers online professional standards-based courses that are flexible and can be virtually done anywhere.	-Redefining College Readiness; David T. Crawley -Stetson and Associates http://www.stetsonassociates.com/Default.htm -Stetson Online http://www.stetsononline.net/ -Vicki Mitchell, CCISD Special Education Consultant -Janie Cunningham, CCISD Special Education Consultant	09/11	06/13

1C	Teacher and Student Surveys	Surveys allow teachers to share input about their lessons, campus, etc. They also allow students to share what they learned, had trouble learning, liked or disliked, etc.	-Working on the Work, Phillip Schlechty	09/11	06/13
1C	Set appropriate goals for student knowledge	Self Reflections/Debrief with Team	-Corpus Christi ISD Scope and Sequence	08/11	06/13
1C	Mentors for Teachers	Support beginning teachers as they develop their skills as a highly qualified teacher.	<p>-CCISD Mentor Program</p> <p>-Because No One Gets There Alone http://www.mentoringeducators.org/images/Research/OEA.pdf</p> <p>-Induction Into Learning Communities http://www.mentoringeducators.org/images/Research/NCTAF Induction Paper 2005.pdf</p> <p>-Mentoring Beginning Teachers: Lessons from the Experience in Texas Lessons from Research on Teacher Mentoring: Review of the Literature http://www.sedl.org/pubs/policy23/2.html</p>	08/11	06/13
1C	RtI/ Data Binder including Evaluations, Assessments, Growth Charts, Interventions Tool Kit	RtI is designed to address underachievement early and to individualize the problem and instruction to fit the student. Researchers advocate that a well designed model that requires assessment over time is an improvement over a single snapshot approach.	<p>-RtI Mentoring Minds Research http://www.mentoringminds.com/response-to-intervention-guide.php</p> <p>-Kindergarten Assessments, Scholastic Inc.</p> <p>-Fountas and Pinnell http://www.fountasandpinnellbenchmarkassessment.com/rti.asp</p>	08/11	06/13
1C	Allow for accommodations and follow modifications necessary	<p>Accommodations should be utilized with all students</p> <p>Modifications are required for all special education to ensure student success</p>	<p>Stetson Online</p> <p>http://www.nichcy.org/EducateChildren/Supports/Pages/default.aspx</p>	08/11	06/13

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2A	Organize and analyze student learning styles *Professional development training	Analyzing student learning styles helps teachers to understand how children minds work differently from one another.	<i>-Teaching Tips for Different Learning Styles</i> http://www.education.com/reference/article/Ref_Teaching_Tips/ <i>-Multiple Intelligences</i> http://www.tecweb.org/styles/gardner.html <i>-Howard Gardner</i> http://www.howardgardner.com/MI/mi.html	08/11	06/13
	Student Portfolio Sheets	Portfolios capitalize on students' natural tendency to save work and become an effective way to get them to take a second look and think about how they could improve future work.	<i>-Office of Research: Education Consumer Guide</i> http://www2.ed.gov/pubs/OR/ConsumerGuides/classuse.html <i>-The Research on Portfolios in Education</i> http://electronicportfolios.com/ALI/research.html	10/11	06/13
2A	STAR Math disaggregation	STAR Math is a computer diagnostic for 2 nd – 5 th grade assesses student academic levels. It allows teachers to monitor math levels each 6 weeks to help address academic growth and needs of individual students.	<i>-Reviewed by the National Center on Response to Intervention (NCRTI), STAR Math received among the highest ratings.</i> http://www.renlearn.com/sm/	10/11	06/13
2A	STAR Reading disaggregation	STAR Reading is a computer diagnostic for K – 5 th grade that assesses student academic levels. It allows teachers to monitor reading levels each 6 weeks to help address academic growth and needs of individual students.	<i>-Reviewed by the National Center on Response to Intervention (NCRTI), STAR Reading received among the highest ratings.</i> http://www.renlearn.com/sr/	10/11	06/13

2A	Lexia disaggregation	Lexia is scientifically-based, peer-reviewed and proven to effectively increase reading proficiency	-LEXIA http://www.lexialearning.com/	10/11	06/13
2A	Use of running records to gather data and fluency rates from Guided Reading	A running record allows you to assess a student's reading performance while monitoring errors, accuracy, and fluency rate to find easy, instructional, and frustration levels.	- <i>Guided Reading</i> , Fountas and Pinnell - <i>National Assessment of Education Progress</i> -Reading A-Z Reading Resource Center http://www.readinga-z.com/guided/runrecord.html	10/11	06/13
2A	Round table discussions based on data with solutions	Horizontally and vertically aligned	Information is discussed with educators.	01/12	06/13
2A	Phonemic awareness and phonics training	Phonemic awareness is the understanding that language is composed of small units of sound called phonemes	- <i>The Complete Phonemic Awareness Guide</i> , Anthony D. Fredericks - <i>TPRI Intervention Guide</i>	08/11	06/13
2A	Literacy Lab	An intensive intervention of phonemic awareness, reading skills and comprehension lab with small group and individualized learning opportunities that is data driven.	- <i>Guided Reading: Making it Work</i> , Mary Schulmand and Carleen DaCruz - <i>Make Way for Literacy</i> , Gretchen Owocki - <i>The Journal of Primary Prevention</i> , J.F. Zins	09/11	06/13
2B	Balanced Literacy training/miscue analysis *Professional development training	The balanced reading approach bases itself on the idea that a combination of teaching methods used together will teach a greater range of students more effectively.	http://ezinearticles.com/?Balanced-Literacy&id=1115393 - <i>Four Pillars of NCLB: Proven Education Methods</i> http://ed.gov/nclb/overview/intro/4pillars.html	08/11	06/13
2B	Training on 5 E's (Robert Marzano) Engage, Explore, Explain, Elaborate, Evaluate *Professional development training	Instructional model based on the constructivist approach to learning, which says that learners build or construct new ideas on top of their old ideas.	-Educational Outreach, <i>Enhancing Education</i> , Corporation of Public Broadcasting http://enhancinged.wgbh.org/index.html	08/11	06/13

2B	Data is researched based on proven models of success	Phonemic awareness is both a prerequisite for and a consequence of learning to read.	<p>-<i>Phonemic Awareness: An Important Early Step in Learning To Read</i> Griffith and Olson Yapp, 1992 http://www.ericdigest.org/1997-2/read.htm</p> <p>-<i>Four Pillars of NCLB: Stronger Accountability for Results</i> http://ed.gov/nclb/overview/intro/4pillars.html</p>	08/11	06/13
2C	Ongoing Vertical and Horizontal team communication and collaborative planning	Curriculum alignment or pacing guides provides a timeline for teachers to follow and share collegial conversations	<p>-A Curriculum Mapping Primer http://teachingtoday.glencoe.com/howtoarticles/a-curriculum-mapping-primer</p>	08/11	06/13
2C	Ongoing Parent/ Student/ Teacher communication along with round table discussions	Student-Teacher-Parent Compact	<p>-<i>Easy and Effective Ways to Communicate with Parents</i>, Barbara Mari Conda</p> <p>-<i>Four Pillars of NCLB: More Choices for Parents</i> http://ed.gov/nclb/overview/intro/4pillars.html</p>	08/11	06/13
2C	Ongoing communication through Progress Reports	The key is to provide you with more useful information on areas where your student needs to improve.	<p>-Progress Reports http://elementary.leesummit.k12.mo.us/progressreports.htm</p>	08/11	06/13

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Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3A	Subject specific training for teachers *Campus recruitment incentives *Partnership with local university	Enhances teacher's ability to perform his/her best. Will acquire subject specific certification in areas such as Math and science.	<i>-Improve Student Performance-Teacher-to-Teacher Initiative</i> http://www2.ed.gov/teachers/how/tools/initiative/index.html <i>-Hiring Highly Qualified Teachers Begins With Interviews</i> http://www.allbusiness.com/education-training/teaching-teachers-primary/13336390-1.html	08/11	06/13
3A	Bilingual Staff on campus	Job embedded bilingual opportunity to translate all letters/memos sent out	<i>-Professional Development for Teachers in Culturally Diverse Schools</i> http://www.cal.org/resources/digest/profdvpt.html	08/11	06/13
3A	Effective training on differentiated instruction	Teachers proactively plan varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned.	<i>-Stetson and Associates</i> http://www.stetsonassociates.com/Default.htm <i>-Stetson Online</i> http://www.stetsononline.net/ <i>-Clarissa Hinojosa, CCISD Autism Specialist Coach</i>	08/11	06/13
3A	Co-Teaching *TBSI Model for equitable IEPs, TEKS mastery in the least restrictive environment.	Co-Teaching is one approach for bringing the best of teacher talents together to combine expertise in content knowledge, learning strategies, and classroom management to achieve higher levels of proficiency.	<i>-Stetson and Associates</i> http://www.stetsonassociates.com/Default.htm <i>-Stetson Online</i> http://www.stetsononline.net/ <i>-Vicki Mitchell, CCISD Special Education Consultant</i> <i>-Janie Cunningham, CCISD Special Education Consultant</i>	08/11	06/13

3A	Focus on multiple intelligences/special needs	Teachers can reach students in more effective ways of instruction by theory of multiple intelligences to provide <i>eight different potential pathways</i> to learning.	<p>-<i>Multiple Intelligence in the Classroom</i> http://www.newhorizons.org</p> <p>-<i>Multiple Intelligences</i> http://www.thomasarmstrong.com/</p> <p>-<i>Learning Modalities: Pathways to Effective Instruction</i> http://www.pbs.org/teachers/earlychildhood/articles/learningmodalities.html</p>	08/11	06/13
3A	Training on learning centers by CCISD Balanced Literacy Coaches	Students enjoy a myriad of opportunities to provide critical thinking and problem solving for students as they work in cooperative groups.	<p>-<i>The Beginning Reading Handbook: Strategies for Success</i>, Gail Heald-Taylor</p> <p>- <i>Multiple Intelligence in the Classroom</i> http://www.newhorizons.org</p>	08/11	06/13
3A	Classroom management/ organization training	Classroom management training helps teachers understand methods for exercising leadership and managing behavior in their students.	<p>-Stetson Online http://www.stetsononline.net/</p> <p>-<i>The First Days of School</i>, Harry Wong</p>	08/11	06/13
3A	Training for all students *PBS training for all staff	Non-Violent Crisis Intervention Training specializes in the safe management of disruptive and assaultive behavior.	<p>-Crisis Intervention Institute http://www.crisisprevention.com/</p> <p>-Clarissa Hinojosa, CCISD Autism Specialist Coach</p> <p>-Vicki Mitchell, CCISD Special Education Consultant</p> <p>-Janie Cunningham, CCISD Special Education Consultant</p>	08/11	06/13
3A	Stetson Training	Shows how to focus on all student needs with and without disabilities in the classroom.	-Stetson and Associates http://www.stetsonassociates.com/Default.htm	08/11	06/13
3A	Autism Conference	Opportunity for teachers to gain an understanding on students with disabilities such as social interaction, problems with verbal and nonverbal communication, behaviors, learning styles, etc.	<p>-<i>National Institute of Neurological Disorders and Stroke Autism Information Page</i> http://www.ninds.nih.gov/disorders/autism/autism.htm</p> <p>-<i>Autism Research</i> http://www.cdc.gov/Features/AutismResearch/</p> <p>-Clarissa Hinojosa, CCISD Autism Specialist Coach</p>	12/11 12/12	1/12 1/13

3A	Workshops put on by ESC, Special Education, Bilingual, Title I, etc.	Teaching and leadership standards offer a continuum of knowledge and skills to provide professional learning opportunities.	<p>-<i>Putting Comprehensive Staff Development on Target</i> http://www.nsdc.org/news/jsd/hirsh251.cfm</p> <p>- CCISD Special Education, Bilingual, Title I Specialists</p> <p>-ESC2 http://www.esc2.net/</p>	08/11	06/13
3A	Nonviolent Crisis Intervention Plan Training (NVCIP)	The safe management of disruptive and assaultive behavior.	<p>-<i>Crisis Prevention Institute</i> http://www.crisisprevention.com/</p> <p>-Vicki Mitchell, CCISD Special Education Consultant</p> <p>-Janie Cunningham, CCISD Special Education Consultant</p>	08/11	06/13
3B	Team Teachers campus wide to improve retention rate	When students fail and are expected to repeat the same curriculum they often fail again. Statistics indicate students who have been retained one or more times are twice as likely to drop out of school by the time they are 16	<p>-<i>Promote or Retain? Questions About Tougher School Standards</i> http://www.aboutourkids.org/articles/promote_or_retain_questions_about_tougher_school_standards</p>	08/11	06/13
3B	Early Bird Instruction	Create an environment where students of all ages can learn while watching Educational Videos are before and after school, during lunch, etc.	<p>-<i>About Educational Videos</i> http://www.educationalvideos.com/</p>	08/12	06/13
3B	WOW Flexibility Horizontal and Vertical Training	Block scheduling with K-1, 2-3, 4-5 grades vertically aligned for planning	<p>-<i>Block Scheduling</i> http://www.cehd.umn.edu/carei/blockscheduling/resources/Topic1.html</p> <p>-<i>The Principals' Partnership: More on Block Scheduling</i> http://www.principalspartnership.com/blockschedulinges2.pdf</p>	08/11	06/13
3B	Budgeting Round table discussion and meetings with stakeholders and grant committee	In a survey of 546 local superintendents late last month by the American Association of School Administrators, 99 percent said rising costs and shrinking budgets were hurting their school systems.	<p>-<i>Students Learn Hard Lessons in School Budgets</i> http://www.msnbc.msn.com/id/26012346/#storyContinued</p>	08/11	06/13

3C	Resource/Data Utilization	Use of data presents opportunity for parents to become involved in their children's education with a focus squarely on student achievement	<p><i>-New Visions for Public Schools: Using Data to Engage Families</i> http://www.hfrp.org/publications-resources/browse-our-publications/new-visions-for-public-schools-using-data-to-engage-families</p> <p><i>-Buried Treasure: Developing a Management Guide From Mountains of School Data</i> http://www.crpe.org/cs/crpe/view/csr_pubs/20</p>	08/11	06/13
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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	Extended School Days *PBS, 40 Assets, Reading Camp, Early Bird Special, Collaborative planning, Vertical and horizontal alignment)	We need to rebuild curriculum, increase teacher pay, improve school conditions, offer newer technologies to students and even extend the school year to ensure that this generation can not only keep up with their international peers, but even surpass them in the professional environment of the coming decades (President Obama).	-Obama Proposes Longer School Days, Extended School Year http://www.eduinreview.com/blog/2009/03/obama-proposes-longer-school-days-extended-school-year/	08/11	06/13
4A	Saturday Academic Academies	Extended instruction will offer equitable learning growth for all students.	-The Principals' Partnership: Saturday School http://www.principalspartnership.com/SaturdaySchool.pdf	08/11	06/13
4A	WOW Rotations for vertical alignment and collaboration	Block scheduling with 2 grades vertically aligned for planning	-Block Scheduling http://www.cehd.umn.edu/carei/blockscheduling/resources/Topic1.html -The Principals' Partnership: More on Block Scheduling http://www.principalspartnership.com/blockschedulinges2.pdf	08/11	06/13
4A	Travel/Rotation Days	Block schedule maximizes classroom instruction time 4 days a week with 1 day for enrichment	- Historical Background of Scheduling, Selecting a Schedule, Scheduling Models, Staff Development http://education.stateuniversity.com/pages/2385/Scheduling.html	08/11	06/13

4A	Extracurricular Activities based on provided a well-rounded philosophy for all students	Extracurricular activities are influential in increasing students' gains in scores	- <i>Elementary School Students' Extracurricular Activities: The Effects of Participation on Achievement and Teachers' Observations</i> http://research.allacademic.com/one/www/research/	08/11	06/13
4A	Before school Brain Games	The levels are thought to build on one another. The six levels in the figure pertain to thinking, the so-called cognitive domain	- <i>Benjamin Bloom and the Taxonomy of Learning</i> http://oaks.nvg.org/taxonomy-bloom.html	09/12	06/13
4B	Title I Instructional Teacher Advisor, Barbara Hinnant	On-site Campus Instructional Teacher Advisor, plans with teachers and disaggregates data for data-driven differentiated instruction.	- <i>e-Lead: Instructional Leadership</i> http://www.e-lead.org/resources/resources.asp?ResourceID=14 - <i>The New Instructional Leadership: Creating Data-Driven Instructional Systems in Schools</i> http://www.academiccollab.org/resources/documents/HalversonGriggPrichettThomas%20NCPEA.pdf	08/11	06/13
4C	Enrichment activities and materials for extended day instruction	Extracurricular activities for equitable development of all children.	-National Learning Classroom Model, D. Holdaway	08/11	06/13
4C	Long range goals	A template to assist in long range planning process to help teachers and staff organize your staff.	- <i>Three Studies of Teacher Planning. Research Series No. 55; Clark, Christopher M.; Yinger, Robert J.</i> http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?nfpb=true&ERICExtSearch_SearchValue_0=ED175855&ERICExtSearch_SearchType_0=no&accno=ED175855	08/11	06/13
4C	Plan for Data Disaggregation	Collect and interpret data for differentiated instruction of all students.	- <i>Disaggregating Data in Schools: Leveraging the Information You Have</i> Leavitt, Paige; McDaniel, Randy, Skogstad, Emma American Productivity & Quality Center, 2004	08/11	06/13
4C	Working on the Work (WOW) planning	Embedded planning time to bridge gap between grades.	- <i>Working on the Work</i> , Phillip Schlechty	08/11	06/13

4C	Curriculum writers on campus to facilitate instruction	Discussing and reflecting on what we teach and sort out where we as a group.	- <i>Curriculum Where We Are as an International Community</i> http://www.cds.ed.cr/about-us/standards-benchmarks/curriculum-rationale	08/11	06/13
4C	Grade Level Planning	Grade level meetings to ensure students are meeting standards, give input, and make revisions based on student performance.	-Miles, K., & Darling-Hammond, L. (1997). <i>Rethinking the allocation of teaching resources: Some lessons from high-performing schools.</i> Philadelphia: University of Pennsylvania, Consortium for Policy Research in Education. - <i>Working on the Work</i> , Phillip Schlechty	08/11	06/13
4C	Action Teams	Vertical team planning to help in aligning in core curricular areas.	- <i>Teaching Today; A Curriculum Map Planner</i> http://teachingtoday.glencoe.com/howtoarticles/a-curriculum-mapping-primer	08/11	06/13
4C	Campus Wide Staff Meetings	Meetings provide for interaction among teachers for collaborative discussions.	- <i>The Purpose of Faculty Meetings</i> http://www.anabaptists.org/ras/purfacmt.html	08/11	06/13
4C	Collaborative Team Meetings with Paired Teachers and/or Team Tutors	Teachers work together to problem solves and discuss successes and challenges they experienced in the classroom.	-Good, Thomas L. et al. <i>An Observational Study of Small-Group Mathematics Instruction in Elementary Schools</i> American Educational Research Journal. Vol 27, No. 4, winter 1990 pp.755-782. -Frye, Heather. "Tutors Can Help Students Make the Grade". The Olympian pg. 3B. Sept. 2006 -Aukerman, M. "Who's Afraid of the Big Bad Answer"? Educational Leadership V.62 pg. 37	08/11	06/13
4C	Horizontal Meetings	Horizontal team planning and alignment in core curricular areas with other campuses with similar demographic population.	- <i>Teaching Today; A Curriculum Map Planner</i> http://teachingtoday.glencoe.com/howtoarticles/a-curriculum-mapping-primer	08/11	06/13

4C	Vertical Meetings	Vertical alignment of curriculum to maximize instruction of what has been taught and needs to be taught.	<p>-<i>Teaching Today; A Curriculum Map Planner</i> http://teachingtoday.glencoe.com/howtoarticles/a-curriculum-mapping-primer</p> <p>-Best Practice: Today's Standards for Teaching & Learning in America's Schools Zemelman, Steven; Daniels, Harvey; Hyde, Arthur</p>	08/11	06/13
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Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5A	After school Parent/Family team building *Literacy night, Science night, Math lab, Homework Connections, etc.	When schools and families work together to support learning, children tend to do better in school.	- <i>Parental Involvement</i> http://www.edweek.org/ew/issues/parent-involvement/ -Kratzer, Cindy, "Roscoe Elementary Schools Cultivating A Caring Community in an Urban Elementary School," <i>Journal of Students Placed At-Risk</i> , 1997.	01/12	06/13
5A	Parent involvement with PDM	Allows input from diverse background to offer equal opportunities for all students and staff.	-U.S. Department of Education, <i>Strong Families, Strong Schools: Guiding Community Partnerships for Learning</i> , September 1994.	08/11	06/13
5A	Education Service Center	Network support system provides staff development and resources for educators.	-Education Service Center, Region 2 http://www.esc2.net	08/11	06/13
5A	Success tools for high mobility and homeless students to offer supplies for outreach opportunities	Surveyed students, parents, community and teachers on strengths, weaknesses, and interest to design instruction and extracurricular activities.	- <i>Leading for Learning</i> , Phillip Schlechty 2009.	08/11	06/13
5A	Muffins for Mom	Parental involvement is associated with student outcomes such as better attendance, better grades, and higher test scores.	- <i>Parental Involvement in Education - Research on Parental Involvement, Effects on Parental Involvement, Obstacles to Parental Involvement, Controversies, Current Issues</i> http://education.stateuniversity.com/pages/2309/Parental-Involvement-in-Education.html	09/12	06/13
5A	Doughnuts for Dad	Students whose fathers participate in classroom activities, school meetings and events receive higher grades and enjoy school more.	-Parent Involvement in Schools; Bring Your Fathers to School http://www.educationworld.com/a_admin/admin/admin072.shtml	09/12	06/13

5A	Special training for school/home needs	Parental involvement and understanding is a vital ingredient in a child's education and their development.	<p><i>-Fast Start: Successful Literacy instruction that Connect Schools and Home</i>, N. Padak and T. Rasinski</p> <p><i>-Parental Involvement; Connecting School and Home</i> http://educationalissues.suite101.com/article.cfm/parental_involvement_and_education</p> <p>-Clarissa Hinojosa, CCISD Autism Specialist Coach</p> <p>-CCISD Special Education, Bilingual, Title I Specialists</p>	08/11	06/13
5A	Parents Survey	For Linguistic, cultural backgrounds, talents, etc	<i>-Leading for Learning</i> , Phillip Schlechty	08/11	06/13
5A	Parent-Teacher Communication	Flexible meeting times let parents see our willingness to allow them to be part of their child's education.	<i>-New Skills for New Schools: Preparing Teachers in Family Involvement</i> , Shartrand A, Weiss, M. Lopez http://www.nea.org/assets/docs/rmf_PB11_ParentInvolvement.pdf	08/11	06/13
5B	Instant Parent Communication	Reach parents through email, phone calls, and texts	http://www.nea.org/assets/docs/rmf_PB11_ParentInvolvement.pdf	08/11	06/13
5B	Phone Banks	Ways to reach out to families who are not typically involved in school activities are especially important.	<p><i>-Leading for Learning</i>, Phillip Schlechty</p> <p>- Educating Our Children Together: A Sourcebook for Effective Family-School-Community Partnerships Carte, Susan and CADRE http://www.directionservice.org/cadre/educatingourchildren_01.cfm</p>	08/11	06/13
5B	Calendar Bulletin Board	Research shows effective school organization and management during the first few weeks of school are crucial in determining expectations, behavior patterns, and procedures.	<i>-U.S. Department of Education, Strong Families, Strong Schools: Guiding Community Partnerships for Learning</i> , September 1994	08/11	06/13

5B	Weekly School Newsletter	An easy way for educators to communicate with today's busy parents—at a low cost and with almost no time or effort.	-U.S. Department of Education, <i>Strong Families, Strong Schools: Guiding Community Partnerships for Learning</i> , September 1994 -How to Write an Effective Elementary Newsletter http://www.ehow.com/how_6152442_write-effective-elementary-newsletter.html	08/11	06/13
5B	Six Weeks Grade Level Newsletter	Quick and easy way for educators to communicate with today's busy parents. Provides information for parents, students and community, and encourages parental support in upcoming activities over the next few weeks.	-U.S. Department of Education, <i>Strong Families, Strong Schools: Guiding Community Partnerships for Learning</i> , September 1994 -How to Write an Effective Elementary Newsletter http://www.ehow.com/how_6152442_write-effective-elementary-newsletter.html	08/11	06/13
5B	Resource Programs	The more parent and community participation we get the better for student achievement.	- <i>What Research Says About Parental Involvement in Children's Education</i> http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf	08/11	06/13
5B	Home Visits	Provide opportunity to meet families.	- <i>The Parent Teacher Home Visit Project</i> http://www.pthvp.org	08/11	06/13
5B	Student Led Conferences	For years that process has been the norm, but now it is changing. In more and more schools, students are leading conferences, and, overall, the word is that they're doing a fine job.	- <i>Student Lead Conferences a Growing Trend</i> http://www.educationworld.com/admin/admin/admin112.shtml	09/11	06/13
5C	Teach Parents the TEKS	The more parents that participate in schooling the better for student achievement.	U.S. Department of Education, <i>Strong Families, Strong Schools: Guiding Community Partnerships for Learning</i> , September 1994.	08/11	06/13

5C	In school childcare for Parent conferences	Tips are designed to support educators and families in conducting productive, successful parent-teacher conferences on-site childcare by support staff helps parents stay focused	- <i>Parent-Teacher Conference Tip Sheets for Principals, Teachers, and Parents</i> http://www.hfrp.org/publications-resources/browse-our-publications/parent-teacher-conference-tip-sheets-for-principals-teachers-and-parents	08/11	06/13
5C	Mentor and volunteer Program with local colleges (Del Mar College, Texas A&M University)	Texas A & M University Corpus Christi and Del Mar College recruitment of high quality students will turn into highly qualified teachers.	- <i>Teacher Recruitment Staffing Classrooms With Quality Teachers</i> http://www.nga.org/cda/files/RECRUITMENT.pdf	08/12	06/13
5C	KEDT	Public Broadcasting educational television offers learning opportunities for all students.	- <i>Success in School, Family, and Community Interactions: A View from the Firing Lines</i> , by J.L. Epstein, 1994,	09/12	06/13
5C	Computer classes for parents	The overall focus to help our children involves parents being having 21 st century skills as well.	- <i>Parent's Guide to Computers in Education</i> http://www.uoregon.edu/~moursund/Books/Parents/Parents.pdf	08/11	06/13
5C	Good News Club	Faith based community after school program for all students' offers character building assets.	- <i>Both Obama and McCain Favor Faith-Based Initiatives</i> http://pewresearch.org/pubs/971/both-mccain-and-obama-favor-expanding-faith-based-initiatives	08/11	06/13
5C	Young Women's Christian Association (YWCA) and Y-Teens Programs	The program included discussion of personal problems, development of a better understanding of religion, creative activities, and wholesome recreation	-National Network of Partnership Schools, "Promising Partnership Practices," 1998-2007, www.csos.jhu.edu/p2000/Awards/index.htm	08/11	06/13
5C	Troy Nickelson-Prevention and Intervention Specialist	Students work on conflict resolution, goal setting, and critical thinking values such as fairness, responsibility and respect to become productive, law-abiding citizens.	- <i>Community Supervision: School Safety</i> http://www.superiorcourt.maricopa.gov/JuvenileProbation/Probation/safeSchool.asp	08/11	06/13
5C	Adopt-a-School Partners: Local Radio Stations Newspaper Parks and Recreations H.E.B. Grocery Whataburger Port of Corpus Christi	By bringing caring adults into the schools to address children's unmet needs, CIS provides the link between educators and the community.	-National Network of Partnership Schools, "Promising Partnership Practices," 1998-2007, www.csos.jhu.edu/p2000/Awards/index.htm - <i>Communities in Schools</i> http://www.ciscc.org/	08/11	06/13

5C	Career Day	Children may do better in school if they can see how education is connected to a successful future.	<p><i>-School, Family, and Community Partnerships: Your Handbook for Action</i>, Third Edition, Joyce L. Epstein</p> <p>-America's Career Resource Network http://cte.ed.gov/acrn/parents/careeraware.htm</p>	08/11	06/13
5C	General Educational Development (GED) Classes	GED offers adults a second chance to complete their high school education and can open doors to many opportunities.	<p><i>-Parent, Family, Community Involvement in Education</i> http://www.nea.org/assets/docs/mf_PB11_ParentInvolvement.pdf</p>	08/11	06/13

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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
6A	Attendance Action Team *Magnificent Attendance Math Field Trip	To monitor and mentor students. Students who have perfect attendance will go on a computational, problem solving field trip.	-Schools Rely on Truant Officers http://www.registerguard.com/csp/cms/sites/web/news/cityregion/24763086-41/mckenzie-district-lane-springfield-schools.csp	08/11	06/13
6A	Anti-Bullying Program/Troy Nickelson *PBS	Take complaints of bullying seriously. Be responsive and take appropriate steps to intervene	-Stop Bullying Now http://www.stopbullyingnow.hrsa.gov/kids/	08/11	06/13
6A	Maintain and develop community partnerships for incentives	Prepare students for a successful future in the workplace	-eChalk Corpus Christi ISD http://echalkweb.ccisd.us/group_listing.aspx?id=a689f8ee-6c22-427c-b27c-90b487e1a9cd	08/11	06/13
6A	Positive Reinforcement Friday Dress Code	Incentive to be in attendance all week	-Review of Menger's Attendance after Free Dress Code was implemented on Fridays	08/11	06/13
6B	In School Counseling	School counselors help all students succeed in school and life	-American Counseling Association http://www.counseling.org/	08/11	06/13
6B	Establish partnership with highly mobile parents	Home visits by staff before school starts and during the year.	-School Mobility and Educational Success: A Research Synthesis and Evidence on Prevention http://www.fcd-us.org/usr_doc/ReynoldsSchoolMobilityAndEducationalSuccess.pdf	08/11	06/13
6B	Character Education "Moments with Meza"	Having character education in schools have found that student ethical values such as Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship increased.	-Internalization of Character Traits by Those Who Teach Character Counts! http://charactercounts.org/	08/11	06/13

6B	Positive Partner Pairs	The purpose of implementing a buddy system is to increase social interaction and appropriate play among children in your classroom.	-Technical Assistance Center on Social Emotional Intervention for Young Children http://www.challengingbehavior.org/	08/11	06/13
6B	Capturing Kids Hearts	Character education	-Excel Teaching Model -Capturing Kids Hearts, The Flippen Group http://www.flippengroup.com/education/ckh.html -The Heartwood Approach http://www.heartwoodethics.org/1-approach/overview.asp	08/11	06/13
6B	40 Assets	Building character education in the school climate is essential in building a positive school.	http://www.search-institute.org/research/assets	08/11	06/13
6C	Extra-Curricular Activities: Journalism Club Drill Team Multimedia Club Computer Science Investigations (CSI) Y-Teens	Extra-curricular activities help to enhance student interest and give them an outlet to showcase their talents and abilities.	- <i>Elementary School Students' Extracurricular Activities: The Effects of Participation on Achievement and Teachers' Evaluations</i> http://www.allacademic.com/meta/p_mla_apa_research_citation/0/2/0/5/8/p_20583_index.html	08/11	06/13
6C	Great Book Talks Foundation	Great Books K-12 programs bring measurable results aligned with Texas standards that will increase all student achievement in comprehension, critical thinking, and writing.	-National Staff Development Council -American Federation of Teachers -Texas Center for Educational Research -US Department of Education http://www.greatbooks.org	08/11	06/13
6C	PBS/ Academic/ Summer Recreation Program	Summer programs offer extra-curricular activities to help enhance student interests and keep children off the street.	- <i>Elementary School Students' Extracurricular Activities: The Effects of Participation on Achievement and Teachers' Evaluations</i> http://www.allacademic.com/meta/p_mla_apa_research_citation/0/2/0/5/8/p_20583_index.html	06/12 06/13	07/12 07/13

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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	Locally developed appraisal (PDAS) *Campus designed Learning Walks Checklist	Rigorous, transparent, equitable feedback and accountability for all teachers.	- <i>Professional Development Appraisal System</i> http://www.cedfa.org/growing/index.php?file=pdas.php	08/11	06/13
7A	Learning Walks Checklist	A quick overview of classroom environment and ongoing instruction given by teacher that helps gather data needed to nurture performance.	- <i>Principal Partnership</i> www.educationworld.com	10/11	06/13
7A	Walk-throughs	Engage teachers in dialogue and reflection about teaching practices and school-wide goals	- <i>Informative Assessment</i> December 2007/January 2008 Volume 65 Number 4, Pages 81-82 www.educationworld.com	10/11	06/13
7B	Job-embedded and Ongoing Training J.E.T.	Job-embedded professional development occurs as educators engage in their daily work activities.	- <i>Job-Embedded Professional Development for Teacher Effectiveness</i> http://knol.google.com/k/job-embedded-professional-development-for-teacher-effectiveness#	01/12	06/13
7B	Curriculum Writing	Teachers collaborate and discover effective practices while implementing the curriculum and a framework to meet students' needs.	- <i>Peace Lutheran School - Awarded Exemplary Accreditation</i> www.peacehartford.org	08/11	06/13
7B	Higher Order Thinking Professional Development Training	Texas must develop the intellectual capacity and the intellectual potential of the next generation to ensure the state has the opportunity to be a leader in a competitive market in technology, industry, and communications.	- <i>About the Texas Association For the Gifted and Talented</i> http://www.txgifted.org/about/about-tagt	08/11	06/13

7B	Weekly Faculty Meetings	Provides for interaction among the teachers and gives directions to everyday occurrences at school.	- <i>The Purpose of Faculty Meetings</i> Zook, Steven http://www.anabaptists.org/ras/purfacmt.html		
7B	Literacy Lab	The current study provides an investigation of young English language learners' skills in phonological awareness (PA) and presents an integrated conceptual and methodological framework.	- <i>Bilingual Phonological Awareness: Multilevel Construct Validation Among Spanish-Speaking Kindergarteners in Transitional Bilingual Education Classrooms</i> http://cas.uchicago.edu/workshops/edu/papers/francis/1.pdf	08/11	06/13
7C	Recruitment/Retention Strategies *Incentive pay strategies for retaining highly qualified and effective teachers	Addressing issues in the recruitment and preparation of teachers can lead to more effective induction experiences, which, in turn, can foster better retention	- <i>Leading for Learning, Recruitment and Induction System</i> , Phillip Schlechty - <i>Preparing, Inducting and Retaining English Language Arts Teachers</i> http://www.ncte.org/library/NCTEFiles/Resources/Journals/CC/0193mar2010/CC0193Preparing.pdf - <i>National Board for Professional Teaching Standards: 5 Core Propositions</i> http://www.nbpts.org/the_standards/the_five_core_propositio	08/11	06/13
7C	Teacher Preparation Programs with local universities *College partnership	Working alongside Texas A & M University-Corpus Christi and Del Mar College to ensure and recruit high quality teachers.	- <i>Teacher Recruitment Staffing Classrooms With Quality Teachers</i> http://www.nga.org/cda/files/RECRUITMENT.pdf	08/11	06/13
7C	Financial Incentives *For retaining highly qualified and effective teachers based on performance.	There is compelling evidence that targeted incentives work can be highly effective for both recruitment and retention in hard-to-staff positions.	- <i>Financial Incentives for Hard-to-Staff Positions</i> http://www.americanprogress.org/issues/2008/11/pdf/hard_to_staff.pdf	08/11	06/13
7C	Flexible work conditions in collaborative meetings	Offer teachers time to plan and discuss alignment in the classrooms.	- <i>Teacher Recruitment Staffing Classrooms With Quality Teachers</i> http://www.nga.org/cda/files/RECRUITMENT.pdf	08/11	06/13

7C	Opportunities for promotion and career growth	Career Advancement improves daily job satisfaction.	<p>-Bureau of Labor Statistics www.bls.gov</p> <p>-National Board for Professional Teaching Standards: 5 Core Propositions http://www.nbpts.org/the_standards/the_five_core_propositio</p>	08/11	06/13
7C	Collaboration for vertical and horizontal for long-range planning	A team approach to plan and list the skills and concepts of instruction to teach each month of the year. Gives a clear a picture of the actual time available for instruction.	<p>-Kershaw County School District www.kershaw.k12.sc.us</p>	08/11	06/13

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Critical Success Factor 8: Technology					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
8A	Magic Media Showcase at PTA	Modern technologies rely on visually-presented information that the human brain has a tremendous attraction for.	-Using Technology in the Early Childhood Classroom, Kneas, Kimberly Moore & Perry, Bruce D. http://teacher.scholastic.com/professional/bruceperry/using_technology.htm	08/11	06/13
8A	Interpreters/translations in native language for effective parent communication	Translation software makes it possible to cross language barriers and exchange ideas in any language.	-Translation Software Review http://translation-software-review.toptenreviews.com/	08/11	06/13
8A	Rosetta Stone Software for Career Skills	To ensure parents with limited English proficient skills to acquire language skills needed.	- Rosetta Stone in the Classroom http://www.rosettastone.com/schools	08/11	06/13
8A	Six Weeks Grade Level Newsletter Posted on school e-Chalk Website	Immediate community communication to provide information for parents, students and community, and encourages parental support in upcoming activities over the next few weeks.	-U.S. Department of Education, <i>Strong Families, Strong Schools: Guiding Community Partnerships for Learning</i> , September 1994 -How to Write an Effective Elementary Newsletter http://www.ehow.com/how_6152442_write-effective-elementary-newsletter.html	01/12	06/13
8A	e-Chalk Training and Maintenance	Electronic Network where teachers, students, administrators and parents can communicate, collaborate and connect.	http://www.echalk.com/ www.menger.ccisd.us	08/11	06/13
8A	Online Teacher and Student Surveys	Online surveys allow teachers to give input and data are easily collected.	- <i>Working on the Work</i> , Phillip Schlechty	09/11	06/13

8A	Study Island GED	Provided practice 24/7, with web-based instruction that covers all topics tested on the 5-part GED test.	-Study Island GED http://www.studyisland.com/ged/	08/11	06/13
8A	Computer Skills	Technology is a 21 st century tool that is important for all students and adults to learn.	-Classroom Multimedia www.educationworld.com -Computer Skills Key to the 21 st Century http://www.thefreelibrary.com/Computer+skills+key+to+21st+century+literacy-a094510225	08/11	06/13
8B	iStation	Reading data-driven reading intervention program for students in Pre-K through Grade 5. iStation Reading promotes reading acceleration and progress through a high-interest online interactive curriculum.	-Technology Transforming Education http://www1.istation.com/research/default.asp -istation Indicators of Progress Early Reading Reliability and Validity Evidence http://www1.istation.com/research/pdfs/isip_rr.pdf	08/11	06/13
8B	System 44	System 44 is a foundational reading program designed for the most challenged struggling readers, including English language learners. Technology and text work together to deliver highly engaging, comprehensive, research-based instructional content.	-System 44 http://teacher.scholastic.com/products/foundational_reading_phonics/system_44/index.htm -Struggling Readers Get Second Chance With System 44 -- Proven Phonics Instruction for the Most Challenged Readers in Grades 3-12 http://findarticles.com/p/articles/mi_pwwi/is_200901/ai_n31207195/	08/11	06/13
8B	EasyTech *Professional development training *Update staff on disaggregation	Easy to use web developed system to help integrate technology standards into the K-8 curriculum (Math, Science, Language Arts and Social Studies) to help improve learning and enhance 21st Century students.	-EasyTech www.learning.com	08/11	06/13

8B	enVISION Math *Professional development training	enVISION offers technology integration, interventions, and assessments while using differentiated instruction for remediation and enrichment.	Math Learning Programs by enVISION Math http://www.pearsonschool.com/index.cfm?locator=P SZ153&PMDbSiteId=2781&PMDbSolutionId=6724&PMDbSubSolutionId=6731&PMDbCategoryId=806&PMDbProgramId=34350&level=4	08/11	06/13
	Study Island Math	Online Math technology-based support and intervention builds Math competencies with practice, assessments, and interactive games.	- <i>Study Island Helps Increase Standardized Test Score Performance</i> http://www.brighthub.com/education/k-12/reviews/4636.aspx - <i>Case Study Research of Study Island in Research , October 1, 2008</i> http://www.studyisland.com/salesheets/Case%20Study%20Summary%20State%20of%20Texas.pdf - <i>Study Island Texas Research</i> http://www.studyisland.com/demoAsk.cfm?action=FS&myState=TX#research	08/11	06/13
8B	STAR Math disaggregation *Update staff on disaggregation	STAR Math is a computer diagnostic for 2 nd – 5 th grade assesses student academic levels. It allows teachers to monitor math levels each 6 weeks to help address academic growth and needs of individual students.	-Reviewed by the National Center on Response to Intervention (NCRTI), STAR Math received among the highest ratings. http://www.renlearn.com/sm/	10/11	06/13
8B	STAR Reading disaggregation *Update staff on disaggregation	STAR Reading is a computer diagnostic for K – 5 th grade that assesses student academic levels. It allows teachers to monitor reading levels each 6 weeks to help address academic growth and needs of individual students.	-Reviewed by the National Center on Response to Intervention (NCRTI), STAR Reading received among the highest ratings. http://www.renlearn.com/sr/	10/11	06/13
8B	Lexia disaggregation	Lexia is scientifically-based, peer-reviewed and proven to effectively increase reading proficiency	-LEXIA http://www.lexialearning.com/	10/11	06/13
8B	Stetson Training	Provides professional development to help teachers reach all students, including those with disabilities, in the least restrictive environment.	-Stetson	02/12	06/13

8B	Eduphoria	Online software tools that help teachers and administrators become more effective	-Eduphoria http://www.eduphoria.net/default.aspx	08/11	06/13
8B	Reading A-Z	Researched-based resource to help teach leveled reading, phonemic awareness, reading comprehension, reading fluency, alphabet, and vocabulary to all class sizes and types for all class sizes.	http://www.readinga-z.com/	08/11	06/13
8B	Rosetta Stone Software	To ensure limited English proficient students acquire language skills needed to master academic content.	- Rosetta Stone in the Classroom http://www.rosettastone.com/schools -Rosetta Stone in the Classroom Reviews http://www.rosettastone.com/schools/what-people-say/rosetta-stories?type=edu	08/11	06/13
8B	Science A-Z	Integrates science instruction and literacy as part of our elementary science curriculum. Also prepares students for NCLB science testing and meets state and national science standards.	http://www.sciencea-z.com/	08/11	06/13
8B	Accelerated Reader	Helps build a more effective reading culture throughout our school while monitoring student comprehension levels.	http://www.renlearn.com/ar/	08/11	06/13
8B	Stetson Online Training *Provide staff with online training	Stetson Online offers highly effective standards-based staff development to help teachers reach all students, including those with disabilities, in the least restrictive environment.	http://www.stetsononline.net/	08/11	06/13
8B	Learn.ccisd.us	CCISD online learning center offers district staff training on technology based supports.	http://learn.ccisd.us/	08/11	06/13
8B	TMSDS	TMSDS is an online tool that assesses student strengths and weaknesses in relation to the Texas Essential Knowledge and Skills (TEKS).	https://www.tmsds.org/ -Education Service Center VI http://www.esc6.net/info/programs/page.aspx?id=215	08/11	06/13

8B	Symphony Math	Symphony Learning provides supplemental math interventions and a solid foundation in number conceptualization.	-Symphony Learning http://www.symphonylearning.com/	08/11	06/13
8C	Multimedia Festival	Students create Multimedia projects for display by using a variety of technologies to visually present information.	-Using Technology in the Early Childhood Classroom, Kneas, Kimberly Moore & Perry, Bruce D. http://teacher.scholastic.com/professional/bruceperry/using_technology.htm	01/12 01/13	05/12 05/13
8C	Skype Global Networking	Free and easy way for teachers to open up their classroom and their students to a world way beyond their campus by learning from other students, connecting with other cultures, and expand their knowledge in amazing ways.	-50 Awesome Ways to Skype in the Classroom http://www.teachingdegre.org/2009/06/30/50-awesome-ways-to-use-skype-in-the-classroom/ -Tips for Using Skype in the Classroom http://teachingtechnology.suite101.com/article.cfm/tips-for-using-skype-in-the-classroom	12/12	06/13
8C	Virtual Field Trips	Virtual field trips can coincide with classroom units and allow the teacher to remove classroom walls and open the windows to our world.	-Virtual Field Trip List http://www.theteachersguide.com/virtualtours.html -eFieldTrips http://www.efieldtrips.org/Schedules/searchResults.cfm?searchType=all	10/12	06/13
8C	Media Magic Broadcasting with Campus Wide Showcases	Using technology in the classroom, students can acquire computer skills while making the experience fun. PowerPoint and Windows Movie Maker are easy to use multimedia tools.	-Using Technology in the Early Childhood Classroom, Kneas, Kimberly Moore & Perry, Bruce D. http://teacher.scholastic.com/professional/bruceperry/using_technology.htm -Math Instruction Can be Enhanced by the Techie Teacher http://www.edzone.net/~mwestern/elemath.html	08/12	06/13

8C	Implement use of Smart boards in the classroom	In transforming to a world class school, our campus needs to be equipped and outfitted with the tools needed to reach and teach the 21 st century child.	<p>-Engaging learners the Smartboard way http://eduscapes.com/sessions/smartboard/</p> <p>-Impact of Classroom Design on Interactive Whiteboard Use in a Special Needs Classroom, Shannon, Grant & Cunningham, Sally Jo. http://portal.acm.org/citation.cfm?id=1577782.1577783</p>	8/11	6/13
8C	Implement use of document cameras and projectors in the classroom.	An Elmo document camera is a powerful classroom tool for advanced, regular, remedial, English Language Learners, or students with learning disabilities.	<p>-Effects of Technology on Student Achievement and Motivation in Mathematics, Paino, Tara L http://www.editlib.org/p/30936</p> <p>-Teacher Elmo/Document Camera Reviews http://www.proteacher.net/discussions/showthread.php?t=39415</p> <p>-Show Me Great Lessons! Interactive Instructional Activities http://www.elmoussa.com/files/ShowMeGreatLessons1.pdf</p>	8/11	6/13

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

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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>Menger Elementary is empowered to be committed to the TTIPS School Improvement Grant and the process of transformation of the school. A campus committee will meet on a regular basis to evaluate and ensure all grant initiatives are implemented and monitored appropriately. Campus administration and teacher facilitator will observe, monitor, and evaluate teachers and staff for the continuous implementation of research-based strategies learned in the professional development sessions.</p> <p>All staff members will be scheduled to receive job embedded training utilizing the ESC resources, online professional development, and mentoring in order to internalize the mission of the campus. Teachers will examine work, activities, and data to guarantee that students are highly engaged in authentic and engaging lessons. Students will be provided with continuous constructive feedback on their instructional performance. Progression of student performance will be monitored and data will be analyzed to provide interventions for all students.</p> <p>Stakeholders will have ample opportunities to monitor the collaborative partnership by visiting the campus and interviewing students, parents, and Menger staff of the effectiveness of the transformation. Benchmark tests, state and national tests, and DRAs will be reviewed to monitor progress being made. If measurable growth is not attained, a campus team of job-embedded success specialists will disaggregate the information and work collaboratively with teachers training them to achieve ultimate success. Data binders will be kept to identify and record data. Any program deficiencies will be reviewed and a revised design will be implemented to ensure effectiveness.</p> <p>A tier pyramid for ongoing evaluation of the grant will be implemented to assist staff members who are not successful. Teachers will be coached by campus leaders to become more effective in instructional practices. Every possible method of remediation and intervention strategies will be obtained to facilitate accomplishing the TTIPS School Improvement Grant. Documentation will be in place using data binders and data disaggregation for measuring and monitoring continuous improvement for successful implementation.</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					
Formative Evaluation					
Project Goals	Effective Planning	Effective Design	Effective Implementing	Effective Evaluation	
Assembling Unified Partnership	<ul style="list-style-type: none"> - Recruiting Stakeholders Stakeholders Surveys for input - Current methodology by admin for transformational model - Parental involvement increase 	<ul style="list-style-type: none"> - Change agents for school transformation - Communication and consultation strategies with stakeholders - Timeline of goals and objectives 	<ul style="list-style-type: none"> - Transparent & Accountable judgment - Best Practices - Budget Reviews 	<ul style="list-style-type: none"> - Meetings - Emails & Testimonies - Documentation - Volunteer attendance/ monitoring 	
Impact Student Learning	<ul style="list-style-type: none"> -Applicable federal, state, and local health, safety, and civil rights law -Extended School Days 	<ul style="list-style-type: none"> - Aligned with staff academic content (TEKS) - Student Academic achievement (TAKS) - Monitoring of data binder statistics - Timeline of goals and objectives 	<ul style="list-style-type: none"> - Learning walks with observational checklist and data - Accountability for non-compliance personnel - Training and intervention strategies 	<ul style="list-style-type: none"> - Increase in student academic achievement - Engage-O-Meters - Anecdotal documentation - Improved outcomes with benchmarks 	
Building a Solid Foundation	<ul style="list-style-type: none"> - High Quality Research-based Professional Development - College Readiness - Design of Balanced Literacy lab 	<ul style="list-style-type: none"> - High expectation activities - Literacy Lab - Flexible scheduling - Time on task - Timeline of goals and objectives 	<ul style="list-style-type: none"> - Authentic, engaging lessons - Differentiated instruction - Accountability - Running Records 	<ul style="list-style-type: none"> - Grade level data disaggregation - Audio/ Video tapes - Collection of Data for analysis -Star Reports -Phonemic Awareness data software results 	
Fostering a Respect Culture & Climate	<ul style="list-style-type: none"> - PBS Lessons and strategies - Community Heroes - Attendance Improved - Embracing all students in equitable opportunities 	<ul style="list-style-type: none"> - PBS - TBSI - 40 Assets Model - Monitoring Project design through interviews - Capturing Kids Hearts - Timeline of goals and objectives 	<ul style="list-style-type: none"> - School wide Improvement of Programs - Character Education Summer Camps - Social Competencies 	<ul style="list-style-type: none"> - Wall of Fame Affirmation - Testimonies - Attendance Accolades - Circuit T.V. - Self reflection/ self reports on activities - Affiliation strategies 	
Integrating Technology Based Support	<ul style="list-style-type: none"> - Effective installation of technology equipment - Online training - Translation for equitable opportunities for communication -Amount of license to implement effective 	<ul style="list-style-type: none"> - Monitoring projects - Elmos, cameras, GED Study Island, etc. - Individualize instruction - Timeline of goals and objectives - Disaggregate data 	<ul style="list-style-type: none"> - Effective training for students, staff& monitoring progress - Online surveys 	<ul style="list-style-type: none"> - Magic Media showcase - Campus and grade level Newsletter - Emails - Engage-o-Meters, - Local Media Station coverage 	

***The table illustrates the process for formative evaluation.**

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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>Data collection methods will be utilized to implement instructional programs to support all students, including students with disabilities and limited English proficient students to master academic content. A variety of assessments formative, interim, and summative will be used to inform teachers and staff if each individual student is meeting standards. This will let teachers know if differentiated instruction with accommodations and modifications is needed to meet the academic need of individual students. Teachers will keep data binders that include student portfolio sheets and documents such as: Growth Charts, Observation Records, STAR results, attendance records, RtI- Response to Intervention, Individual Education Plans, Behavior Improvement Plans, accommodations and/or medications, etc.</p> <p>Collaboration between administration, teachers, staff, and parents will be used to improve instruction. Data collection is an on-going process that will be completed by teachers to drive student instruction. Planning with administration, teacher facilitator, and the campus Title I Instructional Teacher Advisor, horizontal and vertical grade level planning will allow teachers to periodically review the curriculum and ensure it is having the intended impact on student achievement. Eduphoria (district student information management system) will host data and generate graphs with information such as attendance, grades, campus benchmark scores, district universal screenings, TAKS scores, etc., that is needed for periodic reviews of individual students. Discussion and review of data collection such as strengths and weaknesses will give teachers a chance to modify and re-teach if the first attempt was ineffective. Eduphoria, along with excel spreadsheets, Lexia Comprehensive Reading Test (CRT), STAR test results, weekly pre and post tests, six weeks assessments, 3 week progress reports, report cards, Individual Education Program (IEP) Reports, etc, will also help teachers know where instruction improvement is needed.</p> <p>Data collection will be used to drive instruction because it gives teachers an overview of individual needs. Teachers will follow district curriculum guides and create weekly lesson plans that include enrichment, remediation, accommodations, and/or modifications needed. They will design lessons to include Working on the Work (WOW) components such as novelty, variety, and choice. An engaging teacher will also improve instruction by differentiating his or her lessons and offering small group instruction, utilizing the Math, Science, Literacy Labs, Team Teachers, etc. Using collected data will also assist RtI (Response to Intervention) Teams to develop appropriate tier intervention plans. Intervention books such as <i>The Pre-Referral Intervention Manual: The Most Common Learning and Behavior Problems</i> and <i>The Behavior Intervention Manual: Goals, Objectives, and Intervention Strategies</i> are some great tools to help improve student learning.</p>		
To obtain continuous improvement results our campus may use:		
Eduphoria	Math Study Island data	Walks Throughs
Monitoring of Data Binders	Texas Math and Science Diagnostics System (TMSDS)	District Scope and Sequence, TEKS, Curriculum Alignment
Interactive Notebooks	Engage-O-Meters	Organize and analyze student learning styles
iStation for Reading	Follow RtI- Intervention Plans	Offer Mentor Teachers
System 44	Pair Share Protocols	Properly train mentor teachers
EnVision Math data	Descriptive Review	Differentiated Instruction

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Part 2: Process for Development of Performance Goals		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>The quality of performance goals are validated by utilizing all aspects of the stakeholders so that each shares a responsibility in helping to attain campus performance goals. If everyone shares in the ownership of helping to develop the campus performance goals, it is easier to climb the Ladder of Success.</p> <p>In order to obtain exemplary campus goals, students and families are included and opinions are validated by allowing opportunities to have input. An LPC Social Worker will be on contract to make sure non-academic goals are also in place and monitored.</p> <p>The partnership between campus staff and stakeholders is critical to the development of a collegial team that collaborates and participates in collegial conversations to ensure campus performance goals are realistic, attainable, and continuously monitored.</p> <p>A campus committee that involves a National Board Teacher, National Board Title I Specialist, Working on the Work Design Team, Teacher Facilitator, and Administration Leadership are responsible for overseeing the campus performance goals and to ensure the goals are of high caliber and are exceeding expectations.</p> <p>Once a variety of committees are in place to govern the success of the performance goals, the next step is to research the assessment instruments and tools to show the past and present data. Therefore, the projected goals are based on strengths, weakness, and needs of the students. Periodic reports of current performance goals need to be gathered, read, interpreted, and analyzed. Periodic reports of progress are monitored, discussed, and published so all stakeholders are aware of the progress being made. Revisions will be made if necessary, and interventions will be designed in order to have data-driven strategies and techniques in place.</p> <p>Increasing the use of quality data to drive instruction is evolving as goals are being met, and leadership effectiveness is in place for intervening when goals are falling below expectations. This process involves accountability in making sure everyone has the proper professional development and training to be able to perform at an exemplary level. We expect our teachers to re-teach concepts students are not mastering. This best practice is vital to provide ample opportunities for students and teachers to experience and learn different teaching styles, and strategies to help reach performance goals. Effective leadership makes sure everyone is a part of a team and that everyone feels like a winner.</p> <p>Teachers must also hold themselves accountable for making sure that they are contributing participants and provide on-going efforts for maximum gains in performance goals. Being a part of the team means that you not only wear the uniform, but that you also take pride in being a member of that team. Fellow teachers need to share ideas, opinions, and research in order to obtain the highest quality performance goals.</p>		

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<p>Our students are the clients we serve and they are ultimately the ones who can score the winning homeruns. They can either be walked or can be encouraged to make contact with the ball in order to make a hit. With proper affirmation of accomplishments no matter how big or small, students will be more eager to participate, as well as being assured they are a crucial part of the winning team. If parents are provided with the skills they need in order to help their children become better performance players, then they are more likely to practice at home as well. It is then and only then the process of achieving quality performance goals scores a homerun.</p> <p>In order to hit a grand slam for the performance goals and college readiness it is vital in the transformation to have all the following roles in the learning organization. The responsibility should lay with our stakeholders who focus on our students being the important part because they are our volunteers and customers who we serve. The teacher's role is to serve as a designer, guide for instruction, and compass to guide the way. The parent's role is to establish a partnership with school to solidify education for their children. The role of the Central Office and its Staff is to build capacity in all areas so there will not be any weaknesses in the infrastructure. The role of the Superintendent is instrumental in providing intellectual leadership with morals. The School Board's responsibility is to be community leaders who strive for everyone to be involved and accountable. The community stakeholders such as faith-based organizations, political leaders, and other agencies share in the responsibility as well. Not having the opportunity to transform our school could mean the difference in winning or losing the game. It is our desire and commitment to create Menger Magic through transformation that will lead us to becoming a world class school where students are world class citizens, college ready and lifelong learners.</p>		

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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	Reading Benchmarks/TAKS Eduphoria eSchool PLUS	83% MS (Met Standard) 22 % CM (commended)	92% MS 32 % CM	96% MS 38% CM	96% MS 48% CM
2	Improve Student Achievement in Mathematics	Star Math/ TAKS Eduphoria eSchool PLUS	77% Met Standard 22 % CM	85% Met 32 % CM	92% MS 42% CM	97% MS 52% CM
3	Improve Student Achievement in Science	Star Math/ TAKS Eduphoria	64% Met Standard 22 % CM	80% Met Standard 13 % CM	90% MS 23% CM	94% MS 35% CM
4	Improve Student Achievement in Writing	Benchmarks / TAKS Eduphoria eSchool PLUS	96% Met Standard 10% CM	97% MS 12 % CM	98% MS 24% CM	98% MS 31% CM
5	Improve Student Achievement in Social Studies	Benchmarks Eduphoria	NA	75% MS 10% CM	85% MS 25% CM	95% MS 35% CM

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	Differentiate data-driven Reading and Social Studies Instruction in all grade levels	Balanced Literacy Running Records, Benchmarks/TAKS Eduphoria	65% on or above grade level	75% on or above grade level	86% on or above grade level	96% on or above grade level
2	Differentiate data-driven Math Instruction in all grade levels	EnVision/ Diagnostic Assessments/Grade level benchmarks/ TAKS	60% on or above grade level	70% on or above grade level	83% on or above grade level	95% on or above grade level
3	Differentiate data-driven Science Instruction in all grade levels	Grade level benchmarks/ TAKS Eduphoria	64% on or above grade level	76% on or above grade level	86% on or above grade level	91% on or above grade level
4	Differentiate data-driven Writing Instruction in all grade levels	Grade level benchmarks/ TAKS/	64% on or above grade level	75% on or above grade level	85% on or above grade level	96% on or above grade level
5	Utilization of Student Portfolio Sheets	Diagnostic of student performance	NA	85% Teacher utilization	95% Teacher utilization	100% Teacher utilization

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Teachers begin National Board Certification	Percentage of teachers planning to become Nationally Board Certified	Approximately 3%	At least 6% will participate	Minimum of 9% participate	Minimum of 12% participate
2	Teachers with Masters in Education and those who plan to obtain a Master in Education.	Percentage of teachers planning to continue education	Approximately 10%	Minimum of 13%	Minimum of 16%	Minimum of 20%
3	Administrators participate in job-embedded professional learning	Learning Links/Portfolio	Approximately 3%	Minimum of 25%	Minimum of 40%	Minimum of 50%
4	Teachers participate in job-embedded professional learning and online training	Learning Links/Portfolio	Approximately 60%	Minimum of 70%	Minimum of 80%	Minimum of 90% of staff
5	Administrators exceed expectations on performance evaluator	CCISD's Administrator instrument	About 75%	Minimum of 85% of staff	Minimum of 87% of staff	Minimum of 90% of staff

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	Extend classroom instruction by 1 hour a day Monday through Thursday	Student Academic Progress	NA	80% on grade level or above	90% on grade level or above	99% on Grade level or above
2	Saturday Academic Academies for all grade levels/summer camps	Student attendance at Saturday School	10%	30% attendance of students	40% attendance of students	50% Attendance of students
3	Mathematics, Science, and Literacy Labs for all grade levels	Student Academic Progress DRA	NA	80% on grade level or above	90% on grade level or above	99% on Grade level or above
4	Educational Videos/ CD's before school, during lunch, and after school	Student Academic Progress	NA	80% on grade level or above	90% on grade level or above	99% on Grade level or above
5	Collaboration Vertical/horizontal planning	Student Academic Progress	NA	80% on grade level or above	90% on grade level or above	99% on Grade level or above

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Attendance at Parental Meetings and parental workshop trainings	Parent involvement log	Approximately 5%	Minimum of 15%	Minimum of 20%	Minimum of 50%
2	Weekly communication between teacher and parent on student academic performance	Classroom parent involvement log	Approximately 60%	Minimum of 70%	Minimum of 80%	Minimum of 90%
3	School survey disseminate every six weeks to measure parental involvement	Six week surveys	Approximately 60% survey returned	70% survey returned	75% survey returned	94% survey returned
4	Weekly newsletter & E-chalk updated weekly & homework assignments	E-chalk reviewer	70% teachers updating weekly	85% teachers updating weekly	93% teachers updating weekly	100% teachers updating weekly
5	Develop/maintain community involvement/participation in program activities	Community involvement logs	Approximately 5%	Minimum of 35%	Minimum of 57%	Minimum of 86%

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	Parents and students Perception-Climate Survey	Quarterly Surveys	NA	85% Positive Responses	90% Positive Responses	99% Positive Responses
2	Teacher Perceptions of Menger	Quarterly Surveys	96% Positive Responses	97% Positive Responses	98% Positive Responses	99% Positive Responses
3	Stakeholders Perceptions	Quarterly Surveys	NA	85% Positive Responses	90% Positive Responses	99% Positive Responses
4	Student Attendance	Attendance Rate	96%	96.5%	97%	97.9 %
5	Office Referrals & Behavior Log (PBS characteristics in place)	Cognos Report of Discipline eSchool PLUS	About 109 Office referrals a year	99 Office referrals a year	82Office referrals a year	64 Office referrals a year

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Teacher performance on PDAS Exceeds Expectations	PDAS Instrument	About 50%	Minimum of 85% of staff	Minimum of 87% of staff	Minimum of 90% of staff
2	Teachers participating in job-embedded professional development	Learning Links/Portfolio	Approximately 60%	Minimum of 70%	Minimum of 80%	Minimum of 90% of staff
3	Weekly newsletter & E-chalk updated weekly by teacher	E-chalk eSchool PLUS	Approximately 63% update E-chalk weekly	74% Teachers update E-chalk weekly	85% Teachers update E-chalk weekly	95% Teachers update E-chalk weekly
4	Campus created Learning Walks observational tool & continuous collaboration vertically and horizontal	Learning Walk Log Collaboration Log	Approximately 35% of the year	Approx. 40% of the year	Approx. 55% of the year	Approx. 75% of the year
5	Teachers begin National Board Certification or Master Program	Percentage of teachers beginning National Board Certification or Master Program	Approximately 3%	At least 6% will participate	Minimum of 9% participate	Minimum of 12% participate

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	Retaining High Quality Teachers	Percentage of high quality teachers remaining at Menger year to year	About 70%	About 80%	About 90%	About 99%
2	Recruitment Process	*Menger's Newly Developed Recruitment Tool *Percentage of teachers from an accredited University with specialty certifications	About 38%	About 58%	About 68%	About 80%

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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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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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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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Schedule #5—Program Budget Summary						
Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A					Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276	
Project Period: August 1, 2010 through June 30, 2013						
Class/Object Code and Description			Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs	5B	6100	1,589,738	\$ 111,000	\$	1,700,738
Professional and Contracted Services	5C	6200	198,066			198,066
Supplies and Materials	5D	6300	1,617,538			1,617,538
Other Operating Costs	5E	6400	172,500			172,500
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/15XX	18,849			18,849
		Total Direct Costs	3,596,691			
		2.34% Indirect Costs				42,309
Grand Total						
Total Budgeted Costs:			\$ 3,750,000	\$	\$	\$ 3,750,000
Administrative Cost Calculation						
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs						1,807,294
Multiply by 2.34 (% limit)						X 2.34
Enter Maximum Allowable for Administration, including Indirect Costs						\$ 42,309

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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 \$1,250,000 Year 2: SY 2011-2012 \$1,250,000 Year 3: SY 2012-2013 \$1,250,000 * 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		
Empty space for explanation		

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Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher	Science Lab /Literacy Lab/ Math Lab	3		\$	\$ 293,550
2	Educational Aide	Lower student-teacher ratio	1			42,000
3	Tutor	Small group intervention	10			400,000
Program Management and Administration						
4	Project Director	Oversee program		1		75,000
5	Project Coordinator					
6	Teacher Facilitator	Provide support & expertise	1			97,135
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper	Accounting of grant funds		1		36,000
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor					
13	Social Worker	Grant Expectation	1			120,000
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title: _____					
23	Title: _____					
24	Title: _____					
25	Title: _____					
26	Subtotal Employee Costs				\$	\$ 1,063,685
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay			\$	\$ 60,000
28	6119	Professional Staff Extra-Duty Pay				424,404
29	6121	Support Staff Extra-Duty Pay				20,570
30	6140	Employee Benefits				132,079
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$ 637,053
32	Grand Total Payroll Budget (line 26 + line 31)				\$	1,700,738

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Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Amount Budgeted	
6212	Audit Costs (other than audits required under OMB Circular A-133)			\$	\$	
	Specify purpose: _____					
6269	Rental or Lease of Buildings, Space in Buildings, or Land					
	Specify purpose and provide calculation: _____					
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)					
	Specify purpose: _____					
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools)				65,000	
	Specify purpose: Tuition assistance: National Board & Master of Ed Scholarships & Scholarships for Ready! Set! Teach!					
Subtotal						
6200 – Professional and Contracted Services Cost Requiring Specific Approval						
Professional and Consulting Services (6219/6239) Less than \$10,000						
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award	Total Amount Budgeted
1.	Affective Domain and Its Relation to Academic Success			\$ 5,000	\$	\$ 5,000
2.	Differentiated Instruction			6,500		6,500
3.	Learning Styles			4,750		4,750
4.	Positive Behavior Support			8,000		8,000
5.						
6.						
7.						
8.						
9.						
10.						
Subtotal						
Professional and Consulting Services Less than \$10,000				\$	\$ 24,250	
Professional and Consulting Services (6219) Greater than or Equal to \$10,000						
1. Description of Professional or Consulting Service (Topic/Purpose/Service):						
Social Service Support for Students (\$180 x 450 students)						
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs			1	\$ 81,000	\$	\$ 81,000
Title: LPC Social Services						
Subgrants, Subcontracts, Subcontracted Services						
Supplies and Materials						
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (2.34%)				1,895		1,895
Total Payment:				\$ 82,895	\$	\$ 82,895

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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): Program Evaluation				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs Title: <u>Wetzel Consulting</u>	1	\$ 18,000	\$	\$ 18,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (2.34%)		421		421
Total Payment:		\$ 18,421	\$	\$ 18,421
3. Description of Professional or Consulting Service (Topic/Purpose/Service): 				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs Title: _____		\$	\$	\$
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$	\$	\$
4. Description of Professional or Consulting Service (Topic/Purpose/Service): 				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs Title: _____		\$	\$	\$
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$	\$	\$
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$	\$	\$
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				65,000
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:				24,250
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:				101,316
Remaining 6200- Professional and Contracted Services that do not require specific approval:				7,500
Grand Total:				198,066

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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			\$	\$ 37,300	
	#	Type	Purpose			Quantity
	1	Elmo	Integrate technology into instruction			5
	2	Laptop	Integrate technology into instruction			5
	3	Projector	Integrate technology into instruction			5
	4	Smart Board	Integrate technology into instruction			5
6399	Technology Software- Not Capitalized				25,600	
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:					62,900	
Remaining 6300- Supplies and Materials that do not require specific approval:					1,554,638	
Grand Total				\$	1,617,538	

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Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval		
Expense Item Description	Pre-Award	Total Budgeted
6411 Out of State Travel for Employees (includes registration fees) Specify purpose: Summer team training & NSDC Summer Conference	\$	\$68,000
6412 Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: Service Learning Projects		104,500
6413 Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose:		
6419 Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:		
6411/6419 Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Specify purpose:		
6429 Actual losses which could have been covered by permissible insurance		
6490 Indemnification Compensation for Loss or Damage		
6490 Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)		
6499 Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization:		
6499 Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools) Specify purpose:		
Total 64XX- Operating Costs Requiring specific approval:		
Remaining 6400 – Other Operating Costs that do not require specific approval:		
Grand Total	\$	\$ 172,500

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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	System 44	17,500	1		17,500
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19	Organization Carts	200	3		600
20	Listening Station	399	1		399
21	Puppet Theater	175	2		350
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:					18,849

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	178-904 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	178-904 County-District No.
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- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered and subsequently liquidated (recorded as an expenditure or accounts payable) within the contract dates. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	178-904 County-District No.
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- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	Standard Application System School Years 2010-2013	<u>178-904</u> 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:** 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>178-904</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:
- 1. Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
 - Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
 - Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
 - Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 178-904 County-District No.
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5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
6. the **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students** (34 CFR Part 99), if Contractor is an educational institution (20 USC 1232g);
7. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (**prohibition against the use of federal grant funds to influence legislation pending before Congress**);
8. **Pro-Children Act of 2001**, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children [P. L. 107-110, Section 4303(a)]. In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services [P. L. 107-110, Section 4303(b)(1)]. Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education [P. L. 107-110, Section 4303(e)(1)].
9. **Fair Labor Standards Act (29 USC 207), Davis Bacon Act (40 USC 276(a), and Contract Work Hours and Safety Standards Act (40 USC 327 et seq.)**, as applicable, and their implementing regulations in 29 CFR 500-899, 29 CFR Parts 1,3,5, and 7, and 29 CFR Parts 5 and 1926, respectively.
10. **Buy America Act:** Contractor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding \$2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the U. S. that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. Contractor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-.2).
11. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended.

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>178-904</u> County-District No.
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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	 <u>178-904</u> County-District No.
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LL. High-Risk Status, Special Conditions, and Enforcement Actions: Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

The signing of Schedule #1 - General Information by applicant indicates acceptance of and compliance with all requirements described on this schedule.
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SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>178-904</u> County-District No.
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

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

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount	<u>178-904</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.	<u>178-904</u> County-District No.
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D - Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY	
	Standard Application System	
	School Years 2010-2013	<u>178-904</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 (if individual, last name, first name, MI):		10. b. Individuals Performing Services (including address if different from No. 10a; last name, first name, MI):	

(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

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	Standard Application System School Years 2010-2013	 County-District No. 178-904
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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	 <u>178-904</u> County-District No.
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

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

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

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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

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

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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

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

- 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