

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#
		Shaw Elementary School Campus Name	178904133 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

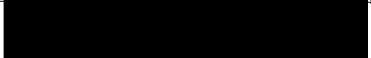
An X in the "New Application" column indicates those schedules that **must** be submitted as part of the application. The applicant must place an X in this column for each additional schedule submitted to complete the application. For amendments, the applicant must place an X in the Amendment Application 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5D	Supplies and Materials 6300	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5E	Other Operating Costs 6400	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6A	General Provisions	X	NA
6B	Debarment and Suspension Certification	X	NA
6C	Lobbying Certification	X	NA
6D	Disclosure of Lobbying Activities	<input type="checkbox"/>	<input type="checkbox"/>
6E	NCLB Provisions and Assurances	X	NA
6F	Program-Specific Provisions and Assurances	X	NA

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
Doyne	Scott	Elliff	Superintendent
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
361-886-9003	361-886-9109	Scott.Elliff@ccisd.us	 6/2/2010

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 pm 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.

701-10-112-246

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Texas Title I Priority Schools Grant		
Schedule #1—General Information		
Part 2: List of Required Fiscal-Related Attachments and Assurances		
For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the back of the application as an appendix.		
1 <input type="checkbox"/>	Proof of Nonprofit Status	
	Required for all open-enrollment charter schools sponsored by a nonprofit organization: Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)	
2 <input checked="" type="checkbox"/>	Assurance of Financial Stability	
	Required for all independent school districts, open-enrollment charter schools, and education service centers: Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.	
3 <input checked="" type="checkbox"/>	Assurance of Submittal of Reviewer Information Form	
	Required for all applicants: Check box to indicate assurance that reviewer information form will be submitted. All applicants are required to complete the Reviewer Information Form and to submit it online by Thursday, May 6, 2010 . (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)	

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Texas Title I Priority Schools Grant Schedule #1—General Information					
Part 3: Applicant Information					
Local Educational Agency (LEA) Information					
LEA Name					
Corpus Christi Independent School District					
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
P.O. Box 110	801 Leopard Street	Corpus Christi	TX	78403-0110	
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		
Shaw Elementary School			178904133		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
2920 Soledad		Corpus Christi	TX	78405	
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	Zip Code	
P.O. Box 110	801 Leopard Street	Corpus Christi	TX	78403-0110	
Secondary Contact					
First Name	Initial	Last Name		Title	
Jalme		Gonzales		Principal	
Telephone	Fax	E-mail			
361-878-2100	361-878-2109	Jaime.Gonzales@ccisd.us			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
2920 Soledad		Corpus Christi	TX	78405	

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

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

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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. <ol style="list-style-type: none"> 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; Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ol style="list-style-type: none"> Screen all existing staff and rehire no more than 50 percent; and Select new staff. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; 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; 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; 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; 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; Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and Provide appropriate social-emotional and community-oriented services and supports for students. 	Program Assurances	

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

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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	<p>An LEA may also implement comprehensive instructional reform strategies, such as--</p> <ul style="list-style-type: none"> (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-- <ul style="list-style-type: none"> (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	<p>An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--</p> <ul style="list-style-type: none"> (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. a. The Model Selection and Description Report must be submitted to TEA no later than February 1, 2011 . This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities: i. Comprehensive Needs Assessment process. ii. Establish the grant budget by the required categories. iii. Identification and Selection of the intervention model. iv. Development of activities to implement selected intervention model. v. Development of Timeline of Grant Activities.	

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Part 4: TEA Program Assurances			
#	TEA Assurance Description		
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the transformation model , the campus assures That it will it implement the following federal requirements. <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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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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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>The main goals and objectives of the Texas Title I Priority Schools Grant are to raise literacy rates, improve student achievement, and increase commended performance among the students at Rose Shaw SES, especially among those labeled at-risk. Additionally, this program will focus on parental involvement in the child's academic and social development as well as offer parent seminars to provide additional support for families and build a stronger bond between educators, students and the community.</p> <p>Raw TAKS data shows that among our at-risk students in 4th grade only 68% of students met state standards in math with none reaching commended performance. The same group of students also has a 71% passing rate in reading with only 4% achieving commended status. Our fifth grade at-risk students show 76% meeting state standard with only 16% reaching commended performance in reading and math. Additional data from the Accelerated Reader SchoolWide Summary Report reveals that overall students are reading up to two grade levels below expectations with the greatest deficit being that of upper elementary grades (4th-5th).</p> <p>To address these gaps, Rose Shaw SES will transform the traditional school schedule by increasing the time in class Monday through Thursday by one hour. Fridays will operate on an abbreviated half-day schedule for all students with an additional half day option for selected students based on individual student needs. The half day will consist of remediation and/or enrichment to be determined by informal/formal student assessment, attendance rates, and behavior.</p> <p>In order to meet the academic needs of our students and to decrease the student/teacher ratio, Rose Shaw SES will hire three class-size reduction teachers. A redirect and reteach teacher will be hired to provide one to one or small group instruction to students who are behind in grade level curriculum. To provide quality research-based professional development and instruction we will hire a math instructional facilitator and a reading instructional facilitator. These facilitators will assist teachers with planning, teaching, vertical alignment, and help to develop the evaluative criteria used to determine students' academic success. To support parents and families, an Adult Educator will be employed to plan and implement a variety of seminars such as college awareness and readiness, computer literacy, employment skills training, health and wellness, and budgeting. A social worker will complete the family support component by offering services that meet the emotional, social, and relational needs of our students and their families. In addition, two Community in Schools Facilitators whose purpose is to help students stay in school and make good choices by connecting schools with needed community resources will be hired. By bringing in resources, services, parents, and volunteers into schools, a community of caring adults who work hand in hand with educators is created. All of these additional personnel will provide an enriched and caring learning environment.</p>		

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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														Total		
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12			
Public School	66	101	107	83	92	88	86								623		
Open-Enrollment Charter School															0		
Total Students:	66	101	107	83	92	88	86	0	0	0	0	0	0	0			
														Total Instructional Staff	27		
														Total Support Staff	30		
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process																	
1	TPRI Scores																
2	TAKS Scores																
3	Parent Involvement Monthly and End of Year Reports																
4	Discipline Logs																
5	Family Involvement Sign In Sheets																
6	PDAS Scores: Teacher Evaluations																
7	INova Data																
8	STAR Reading Levels																
9	Parent Surveys																
10	Teacher Surveys																

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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>Campus Instructional Leadership Team (ILT) as well as the Campus Planning and Decision Making (PDM) Committee will review assessment data and the current Continuous Campus Improvement Plan. Assessment data will include both formative and summative results such as:</p> <ul style="list-style-type: none"> • TPRI data • TAKS data • Interim and District Benchmark data <p>The data will be disaggregated by subgroups to better identify the greatest area of need. Target groups will include the At-Risk and Commended percentages. By identifying the subgroups in need of the greatest assistance the instructional focus can be better targeted to meet the individual instructional needs and allow for better program resource allocation.</p> <p>The same committees will also review the monthly and yearly parent involvement attendance records and analyze the locally developed and district parent survey results. The evaluative reports and results will identify the parents' greatest concerns and needs in order to better implement the adult intervention models this program will implement.</p> <p>The campus Discipline Committee will submit end of year discipline reports including district reports such as in-school suspension and out-of-school Suspension to the PDM and ILT to determine which students and which behaviors need to be recognized as needing positive behavior interventions.</p> <p>Campus administrators will aggregate and analyze the PDAS Summative Domains to determine which domains are of the lowest average in terms of points awards per domain criterion. The aggregation will allow administrators and the ILT to better determine the types of professional development to make accessible to staff.</p> <p>The Reading Vertical Committee and ILT analyze reading and literacy data such as STAR, Accelerated Reader, TAKS and TPRI, as well as interim and district benchmarks to determine literacy levels and identify students in the greatest need. The data will assist in program and student product evaluation.</p> <p>Input will be sought from students, parents, community and business partners, as well as staff and administration on developing, evaluation and monitoring of the Rose Shaw SES Comprehensive Needs Assessment. Their input will be used to evaluate and adjust the focus and/or allocation of resources. This participation will be sought through surveys, formal and informal meetings, interviews, and data gathered from campus events and activities.</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	Campus PDM consisting of teachers, auxiliary, community and parent representatives		
2	Campus Leadership Team		
3	Parents not on PDM		
4	Parent Liaison		
5	PTA		
6	Working on the Work Design Team		
7			
8			
9			
10			

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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, 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 schoolwide 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>Corpus Christi Independent School District believes that effective consultation with stakeholders generates invaluable information, insights and learning that can be used to shape services in accordance to stakeholder requirements. Involving stakeholders in the planning process of a program-through program development, implementation, and evaluation-increases the likelihood that a program will address relevant concerns and will be well received and utilized. A communication and consultation strategy will be used to communicate and consult with stakeholders. The strategy covers a long-term commitment starting from the development of the school intervention model all the way through to implementation of individual school vision. The strategy will ensure continuous rigorous effective communication and consultation with stakeholders working towards agreed principles, using proven methods, best practices, and exercising transparent and accountable judgment to provide leadership as to the most appropriate way to implement and sustain the school intervention model.</p> <p>The following stakeholders key to the success of the project were informed about the transformation model and given the opportunity to provide feedback/recommendations:</p> <p>TTIPS School Improvement Committee: A group composed of school administrators, teachers, parents, students, and business and community leaders who are appointed.</p> <p>Instructional Cabinet: A group under the 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. Instructional cabinet has reviewed the key components for each campus.</p> <p>Stakeholders: Representative group of individuals from the school's internal and external publics who have an interest in the school including parents, students, teachers, administrators, support staff, local businesses, elected officials, and community citizens.</p> <p>Administrators and teacher leaders developed a grant action plan for involving stakeholders. A preliminary school intervention model was established after stakeholder review. Various methods of stakeholder consultations were used, such as, interviews, surveys, meetings, workshops, round tables, and focus groups. Input was solicited from district and campus leadership, campus staff, parents, community members, PTA members, students, and other stakeholders. The CCISD Instructional Cabinet met to review the major initiatives for the grant proposal. The cabinet consists of the aforementioned Assistant Superintendents, Executive Director for Special Programs, Executive Director for Instructional Support, Executive Director for Assessment and Accountability, Director for No Child Left Behind, Director for Elementary Curriculum, Director for Secondary Curriculum, Director for College Readiness, Director for Special Education, Director for Leadership Development, Director for Student Services, and Directors (5) for School Services. The Director for <i>No Child Left Behind</i> presented the grant initiatives, and team members reviewed the ideas and provided feedback.</p> <p>Data about the campus was collected and analyzed (i.e., school mission, survey of stakeholders, student and staff demographic data by total school population as well as subgroups within the school, district mission, goals and ends indicators, student, parent, and staff feedback) by the TTIPS School Improvement Committee. Additional information from the Instructional Cabinet was included as well. Based on the preceding analyses of the collected data, a draft action plan was developed by the TIPP School Improvement Committee to include schoolwide goals, strategies, and targets as well as by subgroups within the school.</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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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>To ensure the implementation of the interventions fully and effectively, Shaw has selected the extended implementation option to allow ample time for practice and policy modification. This extended implementation option will give the campus a full school year to evaluate current staff members, replace those unable or willing to support the changes, hire enthusiastic and dedicated teachers and leaders, and develop the remaining to facilitate effective teaching and learning.</p> <p>Fidelity of implementation is the delivery of instruction in the way in which it was designed to be delivered (Gresham, MacMillan, Beebe-Frankenberger, & Bocian, 2000). Implementation of the grant program will be administratively directed by the Office of Curriculum and Instruction 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 avoids barriers to the grant project.</p> <p>The following methods will be used for determining if the intervention program is implemented with fidelity. Observations are considered the best method or most credible method for checking on fidelity. The <i>Instructional Rounds in Education</i> model will be incorporated in the district to make such observations. The process entails teacher leaders who are trained to watch the intervention (i.e., a lesson) "in action," document program sessions (using notes and/or audio/videotapes), and rate the intervention against an established rubric. Self-reports ask the program implementers to self-reflect on specific details of the intervention. The following strategies will encourage program implementers to complete assessments honestly and objectively; (a.) The importance of the self-reflection will be emphasized and how the information is used will be explained. (b.) Self-reflection will not have an impact on job performance ratings. (c.) Self reports will need to be completed on the day of program delivery. (d.) A self-reflection collection schedule will be created and maintained. Other methods will include structured "check-ins" at regularly scheduled staff or faculty meetings for collaboration. Regular and frequent communication regarding student academic performance will be communicated daily through email, phone, documents, and classroom observations.</p> <p>To maximize and integrate the use of resources, facilities, and utilities, the District Shepherd and the Grant Budget Specialist will collaborate with the Comptroller, the Energy and Facilities Manager, and the custodial and maintenance staff. Specific proactive practices will help ensure fidelity of implementation. They are: (a.) linking interventions to improved outcomes (credibility), (b.) definitively describing operations, techniques, and components of the intervention model, (c.) clearly defining responsibilities of specific persons, (d.) creating a data system for measuring operations, techniques, and components, (e.) creating a system for feedback and decision making (formative), (f.) creating accountability measures for non-compliance, and (g.) support systems will be designed to provide feedback and professional development opportunities to all staff.</p>		

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Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>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 grants 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.</p> <p>Rose Shaw SES has extensive support from area businesses and other community partners. These contributions affect all areas of the school and active stakeholders. Through on going partnerships with Cici's Pizza, Whataburger, McDonalds, and Johnny Carino's, Rose Shaw SES has received financial support and product donations to promote student achievement as well as student and staff attendance. AVANCE, FAST, Corpus Christi Food Bank, and Coastal Bend Drug and Alcohol Association will continue to offer parent trainings, and counseling services to encourage strong families and partnerships between school, home, and the surrounding community.</p> <p>Through our Foster Grand Parent Program and Boy Scouts and Girl Scouts of America, the campus offers additional mentoring services and positive adult role models for its students. Additionally, our Community in Schools Facilitators will bring in tailored resources and contacts. Rose Shaw SES and its campus partners believe in educating the whole child and work collaboratively to meet the emotional, psychological, social, and developmental needs of each student in addition to fostering achievement.</p> <p>Parents are an essential resource on campus. Rose Shaw SES currently employees a Parent Liaison position that serves to recruit parent involvement with daily activities as well as special programs. Parents assist teachers by creating instructional materials and display that support curriculum. They also serve as active members on our Planning and Decision Making Team (PDM) and the Reading is Fundamental Grant Book Selection Committee. The campus is further nurtured by the Parent Teacher Association (PTA) which helps to raise funding and works to foster parent involvement in schools both of which directly impact student achievement.</p>		

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Section A: LEA (District) Capacity Responses are limited to <i>one page each</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>Jaime Gonzales has 10 years experience as an administrative leader in elementary schools within Corpus Christi Independent School District. He received his Bachelor of Arts degree in Interdisciplinary Studies from Texas A & M University – Corpus Christi in 1994 and his Master of Educational Administration also from Texas A & M University - Corpus Christi in 1999.</p> <p>He was appointed Assistant Principal of Chula Vista Academy of Fine Arts in 1999 – a Corpus Christi ISD magnet elementary school with a diverse population of Hispanic, low socio-economic, and at-risk students as well as more affluent families. Chula Vista is unique to the region due to its academic and Fine Art integrated curriculum. As the Assistant Principal, he was charged with managing the Fine Arts classes and schedules as well as developing the Campus Fine Arts Report Cards.</p> <p>Before his appointment as the Principal of Rose Shaw, he served as the Principal at Prescott Elementary from 2007-2009. While at Prescott, he introduced several parent involvement activities, such as community health fair and solidified the existing family components such as Family Nights and Family Socials. He recognized the need for early intervention and his campus piloted a collaboration with the local Headstart program.</p> <p>Jaime Gonzales is currently the Principal of Rose Shaw Special Emphasis School SES. As Principal of Rose Shaw SES, Mr. Gonzales leads the campus and provides the instructional direction for his staff of outstanding teachers and support personnel. He has brought strategic initiatives targeted at managing and monitoring the needs of Rose Shaw SES. Through establishing campus committees dedicated to meeting campus needs, he has allowed staff to actively participate in promoting a productive working and learning environment invested in academic excellence and creating lifelong learners. Jaime Gonzales believes strongly in creating strong partnerships with families and the community and has expanded upon Rose Shaw SES' current activities to facilitate relationships committed to the success of all students.</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="margin: auto; border-collapse: collapse;"> <tr> <td colspan="2" style="padding: 5px;">Assistant Superintendent for Curriculum and Instruction</td> <td colspan="2" style="padding: 5px;">Assistant Superintendent for School Leadership Services</td> </tr> <tr> <td colspan="4" style="padding: 5px;">Executive Director for Special Programs</td> </tr> <tr> <td style="padding: 5px;">District Shepherd</td> <td style="padding: 5px;">Director for No Child Left Behind</td> <td colspan="2" style="padding: 5px;">Director for School Leadership Services</td> </tr> <tr> <td colspan="4" style="padding: 5px;">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 Rose Shaw SES. 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 Director for NCLB 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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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.		
Not applicable		

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

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Section B: Model Selection Process –Describe in detail:		
<ol style="list-style-type: none"> 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).		
<p>Rose Shaw SES will follow the Transformation Model because the three main performance goals, Student Achievement, Teacher and School Leader Effectiveness and Parental Involvement align directly to the four strategies outlined in the Texas Transformation Project: Develop and increase teacher and school leader effectiveness, Implement comprehensive instructional reforms, Increase learning time and create community-oriented schools, and Provide operational flexibility and sustained support.</p> <p>The first strategy of the Transformation model (Developing and increasing teacher and school leader effectiveness) requires that the principal of the campus be replaced prior to the commencement of the model. The new principal at Rose Shaw SES is dedicated and eager to be an integral part of the transformation of our instructional institution. He will support innovative professional development, rigorous and comprehensive programs, and equitable support systems.</p> <p>Additionally, the program description involves the use of a Locally Developed Appraisal System (LDAS) in addition to the LEA mandated appraisal system. The system developed equitably by staff, teachers and administration will be comprised of domains created to evaluate performance based on student growth and achievement, participation in identified professional development, and attendance at parent and community events. This evaluative system will determine how Rose Shaw SES will identify and reward school leaders, teachers, and other staff who affect student achievement.</p> <p>Opportunities will be provided to provide staff with high quality professional development that is aligned to the Shaw's comprehensive instructional program and targets the deficiencies as revealed through assessment data. The trainings will equip teachers with the interventions necessary to reach all students effectively.</p> <p>The second strategy of the Transformation model (Comprehensive Instructional Reform Strategies) will be addressed through the continuous use of student data procured through school created interim tests, district benchmarks, TPRI data, DRA data, previous grade level released TAKS data, Accelerated Reading results and Accelerator STAR reports. The program description supports the collection and analysis of measurable qualitative and quantitative data in order to align and drive professional development, instruction and student progress. The evaluative processes track key indicators of successes, performance and practices allowing for targeted instruction and interventions. The classroom teacher as well as the TTIPS Grant Committee will disaggregate the assessment data to ensure progress and success for all students.</p> <p>The third strategy of the Transformation Model (Increasing Learning Time and Creating Community-Oriented Schools) is another key component of the Rose Shaw SES program description. Rose Shaw will restructure the school schedule by extending the school day one hour Monday through Thursday. This will allow teachers additional time to cover district curriculum, differentiate instruction, integrate fine arts into core subject areas as well as build relationships with their students. The extended day will also provide an opportunity for students to partake in a sustained silent reading program which will directly impact the number of words and books read. Research supports that such changes (Extended Day and Sustained Silent Reading) result in increased student performance in both reading and math assessments.</p> <p>In order to create community-oriented schools, Rose Shaw will hire an on-site social worker to offer services specifically catered to meet the emotional, social, and relational needs of the families of our students. The social worker will work in conjunction with the current parent liaison, counselor, and community partners to enhance our parent outreach programs and foster a relationship between work and home. One main component of this position will be to develop parent seminars on topics such as adult education, college awareness, computer literacy, employment skills, health and wellness, and TAKS readiness. To further facilitate a community-oriented environment two Community in Schools Facilitators will be employed, whose purpose is to help students stay in school and make good choices by connecting schools with needed community resources. By bringing in resources, services, parents, and volunteers into schools, a community of caring adults who work hand in hand with educators is created.</p>		

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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).

The fourth strategy of the Transformation Model (Providing Operational Flexibility and Sustained Support) will be met through a comprehensive approach consisting of hiring additional personnel, continuous learning development days for teachers, and ½-day enrichment and remediation programs. Through hiring three class-size reduction teachers, it is our goal to reduce the student teacher ratio to the ideal number of 16:1. This will increase the amount of time teachers have to develop relationships with their students and provide individualized instruction. Two instructional facilitator positions, one for reading and one for math, will be created to provide quality research-based professional development and instruction. These instructional facilitators will work directly with teachers to improve classroom instruction, analyze assessment data, and offer co-teaching services to our students.

In addition to an extended day program, Rose Shaw SES will further modify the school schedule by operating on a ½ day Friday enrichment and remediation program. After consideration of student attendance and careful analysis of assessment data, teachers and the TTIPS Grant Committee will determine students in need of remedial assistance. Students in need, based on assessment data, grades, teacher input and classroom performance will be provided an individualized plan targeting areas in need of improvement. In order to fully serve all students, enrichment programs will be offered to those who do not need remediation. The stimulating and rigorous curricular activities will promote high academic achievement and may result in additional students commending on the state standardized assessments. The additional time will lend to enriching campus life and climate with extra-curricular programs, clubs, and community based integrated programs and activities.

The final component of this ½ day Friday program will be comprised of additional teacher training and planning time. To ensure the rigor of instruction between grade levels and classrooms, teacher will have opportunities to align instruction, analyze data, and build a cohesive productive team. Targeted staff development may also occur during the ½-day to provide teachers with innovative strategies to address the specific campus needs. Students will be receiving enrichment and remediation during the professional development.

In conclusion, the transformation model best meets the needs of our individual campus because it allows Rose Shaw SES to retain the teachers and programs that currently have a positive impact on student achievement while offering the operational flexibility and financial assistance needed to meet our performance goals.

Fall 2010	
October 2010	-Corpus Christi Independent School District Snapshot
November 2010	-Create TTIPS Grant Committee
December 2010	-Distribute, collect, and analyze staff professional development survey
Spring 2011	
January 2011	-Mandatory faculty & staff campus grant overview meeting
	-Review campus needs based on Campus Snapshot
March 2011	-Replace or retain key staff
	-Identify community partners
	-Informative parent and community TTIPS Grant meeting
April 2011	-Distribute, collect, and analyze parent, student, and staff surveys in order to gather information on campus needs and interests.
May 2011	-Establish LEA designated personnel to foster Transformational Project
	-Develop Comprehensive Needs Assessment utilizing campus and district data

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Summer 2011		
June-July 2011	-Identify teacher leaders -Campus TTIPS Grant committee will develop 2011-2012 campus calendar -Attend summer seminar training -Develop plan to recruit and retain quality staff -Hire math & reading instructional facilitators, 3 Class-Size Reduction teachers, Social Worker, Redirect & Reteach teacher, Community in Schools Facilitators -Develop job-embedded professional development plan for Year 1 -Complete first 90-day action plan	
August 2011	-Pre-contract professional development for faculty and staff	
Fall 2011		
September 2011	-Implement school-wide Positive Behavior Support (PBS) interventions program titled Capturing Kids' Hearts -Begin providing enhanced social service support through the campus social worker and parent facilitator -Begin TEA online courses -Teacher Leaders, in conjunction with math and reading instructional facilitators, begin collecting observation data to guide professional development and student interventions	
October 2011	-TTIPS Grant Committee Meeting at the end of the 1 st 6 weeks grading period	
November 2011	-TTIPS Grant Committee Meeting at the end of the 2 nd 6 weeks grading period	
December 2011	-Review progress toward goals in 90-day action plan	
Spring 2012		
January 2012	-Review behavioral data and PEIMS to analyze Capturing Kids' Hearts (PBS) implementation -Implement targeted professional development based on classroom observation data and student data -Write next 90-day action plan -TTIPS Grant Committee Meeting at the end of the 3 rd 6 weeks grading period	
February 2012	-TTIPS Grant Committee Meeting at the end of the 4 th 6 weeks grading period	
April 2012	-Distribute, collect, and analyze parent, student, and staff surveys in order to gather information on campus needs and interests. -TTIPS Grant Committee Meeting at the end of the 5 th 6 weeks grading period	
May 2012	-Develop Comprehensive Needs Assessment utilizing campus and district data	
June 2012	-TTIPS Grant Committee Meeting at the end of the 6 th 6 weeks grading period	

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September 2012	-Re-administer Campus Snapshot																																									
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	-Begin action research projects																																									
	-Continue online courses																																									
October 2011	-TTIPS Grant Committee Meeting at the end of the 1 st 6 weeks grading period																																									
November 2011	-TTIPS Grant Committee Meeting at the end of the 2 nd 6 weeks grading period																																									
December 2012	- Review progress toward goals and write new 90-day action plan																																									
January 2013	-TTIPS Grant Committee Meeting at the end of the 3 rd 6 weeks grading period																																									
	-Collect data for Capturing Kids' Hearts (PBS) evaluation																																									
	-Continue online learning																																									
February 2013	-TTIPS Grant Committee Meeting at the end of the 4 th 6 weeks grading period																																									
April 2013	-TTIPS Grant Committee Meeting at the end of the 5 th 6 weeks grading period																																									
May 2013	- Review progress toward goals and write new 90-day action plan																																									
	-Finalize action research projects																																									
June 2013	-TTIPS Grant Committee Meeting at the end of the 6 th 6 weeks grading period																																									
June – July 2013	-Present action research																																									
	-Conduct intense data review and process evaluation																																									
	-Create sustainability plan (continue 90-day action plan)																																									
	-Develop plan to continue use of teacher leaders as an instructional resource																																									

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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	Teachers		
2	Parent		
3	Community Member		
4	Administrator		
5	District Consultant		
6	Paraprofessional		
7	PDM Members		
8			
9			
10			

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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 		

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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
A, B, C	Implement a campus math instructional facilitator	To provide quality, research-based professional development and instruction to increase at-risk math scores.	National Council for Teachers of Mathematics Race, Ho, and Bower (2002) http://www.nctm.org/news/content.aspx?id=22839 Campbell (1996); "Race et al. found that participating teachers increased the frequency of best practices (e.g., hands-on learning, higher-order thinking, and addressing a variety of learning styles) and used a greater variety of instructional formats (e.g., activity-based lessons, investigations, and discussions)." 	August 2011	June 2013
A, B, C	Implement a campus reading instructional facilitator	To provide quality, research-based professional development and instruction to increase at-risk reading scores.	What are the characteristics of effective literacy coaching? http://www.usdb.org/curr/literacy/Administrator%20Materials/Characteristics%20of%20Literacy%20Coaching.pdf Shanklin, Nancy L (2006), http://www.usdb.org/curr/literacy/Administrator%20Materials/Characteristics%20of%20Literacy%20Coaching.pdf ; "A good coach suggests assessments and helps teachers learn to administer them, to interpret the data, and to design instruction from the information gained. Finally, s/he helps teachers learn to monitor students' progress. A coach encourages 	August 2011	June 2013

			teachers to understand students' individual needs and to differentiate instruction for individuals or groups of students. This process may include helping to develop response to intervention programs and coaching teachers in methods to be used in such programs."		
A, B, C	Implement a campus reading instructional facilitator	To increase independent reading level to be at grade level.	Based on our school wide summary report from Accelerated Reading Program show students to be from ½ a grade to 2 grades below reading level.	August 2011	June 2013
A, B, C	Implement a campus reading instructional facilitator	To improve comprehension and fluency levels.	The Literacy Coach: A Key to Improving Teaching and Learning in Secondary Schools. , Sturtevant, Elizabeth G., http://www.all4ed.org/files/LiteracyCoach.pdf ; "They cannot learn to read critically by skimming textbooks for right answers. Students must engage in thoughtful reading, writing, problem solving, and discussion in all of their classes."	August 2011	June 2013
A, B, C	Hire class-size reduction teacher (CSR).	To lower the student-teacher ratio.	The California Class Size Reduction Program, Krueger & Whitmore (2001), http://www.principalspartnership.com/ ; "long term exposure to smaller class sizes in the early grades creates greater advantages for students in American schools, especially academically achievement in reading and mathematics"	August 2011	June 2013
B	Implement a full time redirect & reteach teacher.	To assist students who are behind in grade level curriculum.	Role of Remedial Teaching Prabhat Marwaha http://www.articlesbase.com/self-improvement-articles/role-of-remedial-teaching-1059918.html "In order to improve mathematics, effective remedial teaching is a must."	August 2011	June 2013
B	Purchase EduSmart Science program.	To supplement the science curriculum by integrating technology.	Focus on Effectiveness: Integrating Technologies (2000) Bain & Ross http://www.netc.org/focu	August 2011	June 2013

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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
A, B, C	Professional development training on disaggregating AR reports	Teachers must monitor weekly progress of students. They will monitor AR/STAR Literacy Reports in order to raise each student independent reading levels a full grade level. Students must reach a minimum number of AR points per six weeks in order.	Renaissance Learning. Reading more and monitoring progress spell success for Texas elementary school. Wisconsin Rapids, WI: Author, (2007); "What's more, the impact of AR to encourage teacher-guided, independent reading of self-selected books and the school's support of parent-child programs to foster a love of reading has prompted students to check out almost 60,000 more books in 2006 as compared to when AR was first implemented in 2001."	August 2011	June 2013
B, C	Distribute parent and student surveys	Staff members need to receive feedback on planned events and their effectiveness. Surveys will also show the areas that the community would like to receive extra assistance.	40 Developmental Asset Research "The Early Childhood Development Assets Framework fosters the establishment of community systems by cataloging the factors that are needed to design and implement a community infrastructure that supports the development of young children."	August 2011	June 2013
C	Increase parent/teacher/student communication using Parent Seminars	Provide trainings for parents to educate them on how to analyze their child's results and better equip them to assist with their child's learning at home.	40 Developmental Assets Research by Search Institute: Asset # 16 High Expectations "Parents, teachers, and other influential adults encourage the child to do her or his best in all tasks and celebrate their successes."	August 2011	June 2013

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A	Active administrator participation in on-going professional development. Principal provides leadership for the development of structures, culture, accountability, expectations for embedded professional development into the daily work of schools.	As an effective leader a Principal creates structure for teacher learning and experimentation; principals participate in professional development to improve instructional leadership.	Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well, Andrew CroftJane G. Coggshall, Ph.D.Megan Dolan, Ed.D.Elizabeth Powers Issue Brief April 2010; "We believe that the requirement to provide ongoing, high quality, job-embedded professional development to staff in a school is clearly tied to improving instruction in multiple ways. First, the requirement that professional development be "job-embedded" connotes a direct connection between a teacher's work in the classroom and the professional development the teacher receives." (National Archives and Records Administration, 2009, p. 58479)	August 2011	June 2013
C	Data utilization through observed and measurable impact on student learning and teacher practice. Qualitative and quantitative measure of teacher learning through impact on quality of student understanding, work product, grades, and test scores.	Evaluation examines and tracks key indicators of student success and school performance, culture, and climate and allows targeted instruction and interventions.	Leadership of Inquiry: Building and Sustaining Capacity for School Improvement, Michael A. Copland , University of Washington Educational Evaluation and Policy Analysis, Vol. 25, No. 4, 375-395 (2003); "Analysis of qualitative and quantitative data sources suggests the use of an inquiry process is centrally important to building capacity for school improvement, and a	August 2011	June 2013

			vehicle for developing and distributing leadership."		
B	Support operational flexibility through effective staffing and providing Reading and Math Coaches on campus supports.	Support activities include coaching, modeling, and using protocols as a way to structure discussions around examination of instructional practices and collaboratively examining student work. Instructional facilitators work in classrooms with teachers modeling, demonstrating, and observing effective practices.	Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well, Andrew CroftJane G. Coggshall, Ph.D.Megan Dolan, Ed.D.Elizabeth Powers Issue Brief April 2010; "An instructional coach provides ongoing consistent follow-up by way of demonstrations, observations, and conversations with teachers as they implement new strategies and knowledge. Typically, instructional coaches have expertise in the applicable subject area and related teaching strategies."	August 2011	June 2013
A	Supports are created and embedded in school structures such as grade-level teams, cross-grade or vertical teams, school leadership team, site-based facilitators.	Providing common teacher collaborative discussion and learning time, distinct from planning time allows for data analysis, curriculum alignment and building cohesive productive teams.	Professional Development for Teachers (June 2004), http://www.nmsa.org/Research/ResearchSummaries/Summary22/tabid/249/Default.aspx ; "At least 100 studies in the past decade have documented that highly skilled, highly effective teachers help students learn more. Teachers who are well prepared and trained are more effective in the classroom and therefore have the greatest impact on student learning" (Killion, 1999).	August 2011	June 2013
A	Professional development extends beyond traditional staff development days to include times and structures during the school day so that learning is incorporated into the daily lives of teachers, embedded in the act of teaching, and supported through internal structures in schools.	Professional development that is aligned with curriculum, embedded in teacher practice, routines and schedules provide stronger instructional practices and higher student academic achievement.	Providing Adequate and Structured Teacher Instructional Planning Time, Flowers, Mertens, & Mullhall (1999), http://www.centerii.org/handbook/Resources/8_D_Providing_adequate_teacher_instruction.pdf ; "Common planning time for grade level, subject, or interdisciplinary teams has increasingly been considered a crucial part of school improvement. Research suggests that sufficient, scheduled planning time is essential	August 2011	June 2013

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A	Extended school day one hour Monday through Thursday. Provide a half day Friday enrichment or remediation time. Utilizing other school funds provide Saturday activities and academic tutorials.	Provide all students with additional instruction in content areas, integrate fine arts curriculum, and allow time for sustained silent reading.	A Report on Expanded-Time Schools in America By David A. Farbman (2010); "An analysis of variance on the most robust data set available identified significant differences in both math and ELA performance, with students in schools with longer days outperforming students in schools with shorter days."	August 2011	June 2013
A	Half day Friday remediation	Provide students with additional individualized instruction.	School data analysis shows that small class tutorials helped increase passing rates on benchmarks and TAKS tests.	August 2011	June 2013
A	Half day Friday enrichment	Allow students who are on level additional time to progress in other areas beyond the academic minimum.	"A study by the U.S. Department of Education revealed that students who participate in co-curricular activities are three times more likely to have a grade point average of 3.0 or better [than students who do not participate in these activities.]" (Stephens & Schaben, 2002, para.4)	August 2011	June 2013
C	Staff collaborative planning vertical and horizontal	Ensure rigor of instruction between grade levels and classrooms. Providing teachers the time necessary to share effective teaching methods pertaining to curriculum.	Vertical Teaming: Making Connections Across Levels; Middle Ground. Vol. 6 Kowal, Penny, A. (2002) "Vertical teaming does help provide a coherent K-12 curriculum, the vertical team approach is also a valuable way to help students navigate the transitions between elementary, middle, and high school from an academic standpoint."	August 2011	June 2013

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A, C	Adult education program: Working in conjunction with the district Adult Learning Center, Shaw Adult Education Teacher, and local institution for higher learning Shaw will offer a preparation course to help parents attain their GED.	With GED classes, parents improve reading and writing skills and prepare for the GED exam. These classes provide literacy instruction needed for transition to further education, workforce entrance, personal development, and lifelong learning.	According to a campus-wide parent survey, 48% of parents/guardians saw a great need for an Adult Education Program at Rose Shaw SES.	August 2011	June 2013
A, C	Family counseling: In conjunction with community partners such as Texas Family connections, AVANCE, and campus social worker, parenting skills and counseling classes will be offered to families throughout the year.	Offering parents guidance and support with the ultimate goal of strengthening parents' ability to raise children and strengthen family bonds builds relationships that positively affect the whole child.	According to a campus-wide parent survey, 44% of parents/guardians saw a great need for Family Counseling at Rose Shaw SES.	August 2011	June 2013
A, B, C	College awareness: Parents will participate in workshops that will stress the importance and benefits of college for their children and for themselves. Parents will learn about college admissions/requirements, opportunities for financial aid, and how to help support their children academic growth at home	More and more jobs depend on the ability to think critically and write clearly, analyze and compute. Schools have a special role to play in encouraging all students and their parents to continue education after high school.	According to a campus-wide parent survey, 44% of parents/guardians would benefit from a College Awareness program at Rose Shaw SES. Parent Involvement in Schools (Keith) "When parents are involved in children's schools and education, children have higher grades and standardized test scores, improved behavior at home and school, and better social skills and adaptation to school."	August 2011	June 2013
A, C	Computer literacy: Working together with our campus technology advisor and adult education, teacher,	Parents that learn basic computer skills develop different relationships with their children; as the parents' skills in the area	According to a campus-wide parent survey, 66% of parents/guardians saw an immense need for Computer Literacy	August 2011	June 2013

	parents will receive weekly instruction in basic computer skills and technology.	of computer literacy strengthen, they become empowered to enter into the teaching and learning process.	programs at Rose Shaw SES.		
A, C	Employment skills training: Parents will participate in employment preparation workshops that will include learning how to search for jobs, assistance in completing job application, resume writing, and mock job interviews.	Helping employers to build workforces that allow them to compete in the changing world. We must help people to improve their lives and to help their families too.	According to a campus-wide parent survey, 66% of parents/guardians saw an immense need for Employment Skills Training at Rose Shaw SES.	August 2011	June 2013
A, C	Health & Wellness Classes: In partnership with the school's nurse and other community agencies, parents will learn about health, wellness, and nutrition through hands-on activities and presentations.	Numerous studies have found a direct link, showing that healthful people make happy people, hence increasing the effects that parents pass to their families extending the quality of their lives..	According to a campus-wide parent survey, 74% of parents/guardians saw an immense need for Health & Wellness Programs at Rose Shaw SES.	August 2011	June 2013
A, B, C	Social worker: A social worker will complete the family support component by offering services that meet the emotional, social, and relational needs of students and their families. Social Worker will also serve as a link between the family and any community agencies available for social, emotional, and financial assistance.	<i>Social workers</i> assist people by helping them cope with and solve issues in their everyday lives, such as family and personal problems and dealing with relationships.	According to a campus-wide parent survey, 44% of parents/guardians saw a need for Family Counseling/Social Worker support at Rose Shaw SES.	August 2011	June 2013
A, B, C	Parent TAKS Information classes: Provide parents/guardians with interactive sessions that will provide strategies, test taking tips, and effective parental guidance to assist their child.	Helping all families establish home environments to support children as students by supporting study and testing skills, and strategies for best practices in completing work build better students.	According to a campus-wide parent survey, 62% of parents/guardians saw an immense need for Parent TAKS Information Classes at Rose Shaw SES. Southwest Educational Development Library (Pollard) "The most valuable way you can become involved in your child's education is to provide a rich learning environment in your home to support your child's academic achievement."	August 2011	June 2013

A, B, C	Providing families with resource and services: Community in Schools Facilitators will link students and families with resources needed to learn, stay in school and build better lives.	To surround students with a community of support and resources, empowering them to stay in school and achieve in life.	Community in School Website http://communitiesinschools.org/ "By bringing caring adults into the schools to address children's unmet needs, CIS provides the link between educators and the community. The result: teachers are free to teach, and students – many in jeopardy of dropping out – have the opportunity to focus on learning."	August 2011	June 2013
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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A, B, C	Extended school day	Increases enrichment activities by providing half-day Friday options for students.	"A study by the U.S. Department of Education revealed that students who participate in co-curricular activities are three times more likely to have a grade point average of 3.0 or better [than students who do not participate in these activities.]" (Stephens & Schaben, 2002, para.4)	August 2011	June 2013
A, B, C	Social worker	Assist in home visits to increase student attendance and provide family support to increase academic involvement of the family and community. A social worker will complete the family support component by offering services that meet the emotional, social, and relational needs of our students and their families.	National Science Foundation, Bringing Up Girls in Science, Sarah Goforth (2003); "According to BUGS (Bringing Up Girls in Science), a program for young girls and their parents at the University of North Texas, "the home environment is among the most important influences on academic performance"."	August 2011	June 2013
A, B, C	Flexible scheduling	Increases time on task and student incentives for success.	Adapted from Scheduling Alternatives: Options for Student Success, Northwest Regional Educational Laboratory. http://www.nwrel.org/request/feb97/article4.html ; Benefits for students and teachers include: drop-out rates decline, disciplinary referrals decrease, attendance improves.	August 2011	June 2013
B	Class-size reduction	Additional opportunities for teachers to build relationship with their students and families. These relationships lead to greater job satisfaction for teachers and lead to increase in academic	Project SAGE Research Class-Size Reduction (2003) Phil Smith, Alex Molnar, and John Zahorik "At the end of the 1 st grade, SAGE students' test results showed a 25-30 percent higher level of	August 2011	June 2013

		performance for the students.	academic achievement than that of their counterparts in larger classes, and they maintained that gain through 3 rd grade..."		
A, B, C	Parent seminars	These seminars will provide parents with workshops and activities to increase their own knowledge and skills. In addition, they will help parents learn how to help their children at home and will solidify a connection between the school staff and the families.	Frequent and positive school-to-home communication (in the form of phone calls, progress reports, conferences, personal notes, newsletters, and home visits) helps parents feel more self-confident, more comfortable with the school, and more likely to become involved (The Center on Families, Communities, Schools, and Children's Learning 1994.)	August 2011	June 2013
A, B, C	Decrease student referrals by providing more character education classes	To ensure equitable and safe environment for all by decreasing student discipline referrals by 5% each year through the use of more character education classes.	Adapted from Scheduling Alternatives: Options for Student Success, Northwest Regional Educational Laboratory. http://www.nwrel.org/request/feb97/article4.html ; Benefits for students and teachers include: drop-out rates decline, disciplinary referrals decrease, attendance improves.	August 2011	June 2013
B	Unified discipline approach by implementing Capturing Kids' Hearts Program	Provide age appropriate training for parents, students, and staff on character building and citizenship.	40 Developmental Assets Research: Social Competencies Assets #32-36 Planning and decision making, interpersonal skills, cultural awareness and sensitivity, resistance skills, peaceful conflict resolution, <i>Parent Involvement in Schools</i> (Keith); "When parents are involved in children's schools and education, children have higher grades and standardized test scores, improved behavior at home and school, and better social skills and adaptation to school.	August 2011	June 2013
Add additional pages as needed.					

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A, B	Professional development embedded throughout instructional work week provided through hands on teaching, differentiating, interventions and co-teaching strategies to teaching staff by Educational Leaders (Math Specialist, Reading Specialist)	On-going targeted professional development will improve the quality and sustained development of instruction to enrich teaching and improve student academic achievement	http://www.nmsa.org/Research/ResearchSummaries/Summary22/tabid/249/Default.aspx "professional development that is focused on subject matter, provides teachers with opportunities for "hands-on" work, and is integrated into the daily life of the school is more likely to produce enhanced knowledge and skills that positively impact student achievement."	August 2011	June 2013
A, B	Targeted professional development on CLD (Continuous Learning Development) days will be implemented on early release Fridays.	The most powerful forms of staff development occur in on-going teams that meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving.	How to use action research in the self-renewing school. Alexandria, VA: Association for Supervision and Curriculum Development, Calhoun, E. (1994), http://www.nsd.org/standards/learningcommunities.cfm ; 'The most powerful forms of staff development occur in ongoing teams that meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving.'	August 2011	June 2013
A, B	Pre-contract professional development opportunities	Job-embedded professional development is attractive due to convenience, access, and possible financial incentives, and therefore impact retention and recruitment at participating schools.	Indiana Department of Education, Professional Development, http://www.doe.in.gov/accreditation/prodev.html#anchor155967 ; "A Professional Development program is a required component of the school	August 2011	June 2013

			improvement plan. It is aligned with local data and focuses on assisting teachers in meeting the identified needs of a diverse and ever-changing student population."		
B, C	Recruiting and retaining highly qualified teachers and staff	Creation of rewarding incentives, supportive school culture focused on improving the learning of students, teachers, principals, and community attracts high quality teachers.	How Teaching Matters, an <u>ETS study</u> released in October, 2000, (earlier version of Wenglinsky study) finds that teachers' classroom practices greatly influence student achievement, and that 'more attention needs to be paid' to improving classroom practices.	August 2011	June 2013

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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 must be checked. </div> <div style="margin-bottom: 20px;"> <input type="checkbox"/> "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model. <i>Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.</i> </div> <div> <input type="checkbox"/> Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold. <i>This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.</i> </div>		

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Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
<p>In order to monitor the grant activities to ensure continuous improvement, Rose Shaw SES will implement a TTIPS Grant committee. The committee members will consist of the Project Manager, District Shepherd, Social Worker, Math instructional facilitator, Reading instructional facilitator, and a representative from each grade level and special programs. This committee will meet at a minimum of one time each six-week period.</p> <p>The Project Manager will serve as the committee chair overseeing the entire TTIPS Grant. He will work closely with the District Shepherd to ensure the school is following the specifications of the grant. The Project Manager will also provide a detailed budget report on encumbered expenditures as well as anticipated purchases as outlined in the TTIPS grant. Committee members will bring lists of requested items to be purchased for daily operations.</p> <p>The Social Worker will address the progress of the parent and community component of the TTIPS Grant. This person will report on parental attendance of seminars, upcoming parent programs, and serve as a voice for the parents and community by relaying their concerns, questions, and requests to the committee.</p> <p>Math and Reading instructional facilitators and teachers will supply the most recent data collected from formative and informative assessments given during the six-week period. The committee members will disaggregate this data looking for patterns of increases/decreases in student performance. Then members will discuss a course of action that will be taken to meet the goals as outlined in the TTIPS Grant. Once weak areas are identified, the Reading and Math instructional facilitators will seek out researched based intervention strategies to present to teachers through professional development. If weaknesses are shown in a specific classroom, the Reading and Math instructional facilitators will offer co-teaching services to better assist that individual classroom.</p> <p>This assessment data, daily grades, attendance, and behavior will determine enrollment in the remediation and enrichment programs. Members will analyze the data to identify students most in need of one-on-one, small group instruction, and ½-day Friday Remediation. Once student needs are identified, the committee will ensure that adequate staffing of highly qualified teachers is available to provide interventions for these students.</p> <p>Students not identified as needing remediation will then be offered enrichment opportunities in the areas of fine arts, athletics, as well as academic subjects.</p>		

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Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
<p>The campus process for formative evaluation will be closely monitored every six week period by TTIPS Grant Committee. This will ensure that all components of the grant are aligned to our goals and any corrective action needed will be based on the results of the formative evaluations.</p> <p>Formative evaluations will include:</p> <ul style="list-style-type: none"> • <u>Interim Tests:</u> At the end of each six weeks, scores from this test will provide feedback to ensure that 70% of all students, especially at-risk students, are meeting passing standards. This will increase by 10% each year. • <u>Math District Benchmark Test (Grades 3-5):</u> At the end of each benchmark test, scores from this exam will be analyzed to ensure that our goal of increasing scores by 10% each year is being met. • <u>Reading District Benchmark Test (Grades 3-5):</u> At the end of each benchmark test, scores from this exam will be analyzed to ensure that our goal of increasing scores by 10% each year is being met. • <u>TPRI (Grades K-2):</u> After each administration, scores will be analyzed to ensure that our goal of an annual 10% increase in comprehension and fluency is being met. • <u>DRA (Grades K-5):</u> After each administration, scores will be analyzed to ensure that our goal of an annual 10% increase comprehension and fluency is being met. • <u>4th Grade At-risk Math TAKS Test:</u> After each administration, scores will be evaluated to make certain that scores have increased by at least 7% from the previous year. • <u>4th Grade At-risk Reading TAKS Test:</u> After each administration, scores will be evaluated to make certain that scores have increased by at least 7% from the previous year. • <u>At-risk Commended in Reading TAKS Test:</u> After each administration, scores will be assessed to guarantee that the percentage of commended scores has increased by a minimum 5% from the previous year. • <u>At-risk Commended in Math TAKS Test:</u> After each administration, scores will be assessed to guarantee that the percentage of commended scores has increased by a minimum 5% from the previous year. • <u>Accelerated Reading/STAR Report:</u> Every 3 weeks, the Summary Report will be analyzed to track student's progress in increasing their independent reading level at the end of the year by one full grade. The Diagnostic Report will track our school-wide goal of increasing points, earned by reading books, by 5% per year. • <u>Sustained Silent Reading Logs:</u> At the end of each six weeks, teachers will turn in their classroom reading logs to monitor that the amount of minutes is leading to our ultimate goal of reading 3 days a weeks for 15 minutes. • <u>Surveys:</u> Program and leadership effectiveness surveys will be provided to students, parents, and staff at least three times a year. In addition, surveys will be distributed at the conclusion of each parent activity to ensure the programs are meeting the expectations and needs of the participants. • <u>LDAS:</u> The Locally Developed Appraisal System will be analyzed by the TTIPS Grant Committee at the end of each semester to ensure the program goal and objectives are being met. Based on progress and participation, teacher and staff incentives will be determined. 		

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Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
Assessment	Disaggregated Data and Continuous Improvement Results	
District Benchmarks Interim Tests	Math and Reading instructional facilitators along with teacher leaders will disaggregate results from benchmarks to target areas such as at-risk, commended levels, and by specific TEKS that are not being mastered. In order to provide specific individualized interventions, students will be placed in Friday 1/2 day remediation, a class size reduction classroom, and/ or receive additional assistance in a Redirect and Re-teach class. After the next assessment is given, results and growth will be evaluated and re-disaggregated to determine continued or removal from intervention classes.	
TPRI DRA	Reading instructional facilitators in cooperation with the campus teacher leaders will review TPRI/DRA comprehension and fluency results 3 times a year. Students who are categorized as still developing will receive additional small group instruction and specific interventions by our reading coach. In addition, teachers in lowest performing classes will receive direct modeling, demonstrations, and observations of effective practices to increase their students performances.	
TAKS	Math and Reading instructional facilitators along with campus teacher leaders will disaggregate TAKS results by objectives, at-risk performance, and at-risk commended performance. Test results from 3 rd and 4 th grade students will be utilized to create intervention plans that will be implemented at the beginning of the next school year. The interventions will take place during the extended 1 hour school day, Friday 1/2 day remediation schedule, and Saturday School classes. Student's progress will be monitored throughout the year via the use of district benchmark and interim tests.	
Accelerated Reading/STAR Summative Report	Teacher leaders and reading classroom teachers will examine the AR Summative Report every 3 weeks to determine students' monthly growth. Students should increase their independent reading level by 1/10 (one step) every 3 weeks leading to our campus goal of increasing 1 (ten steps = one full grade level) full reading level at the end of each year	
Sustained Reading Logs (SSR)	Classroom teachers will log the amount of Sustained Silent Reading every six weeks and reading coaches will monitor active participation by every teacher.	
Surveys	Program and leadership effectiveness surveys will be provided to students, parents, and staff at least three times a year. In addition, surveys will be distributed at the conclusion of each parent activity to ensure the programs are meeting the expectations and needs of the participants. Surveys will be rated as Below Expectations, Proficient, or Exceeds Expectations.	
Locally Developed Appraisal System (LDAS)	This appraisal instrument will consist of five domains: <ul style="list-style-type: none"> • Domain I- Participation in Staff Development, Vertical & Horizontal Planning, and after school activities • Domain II – Interim Assessment Results • Domain III – PDAS I & II • Domain IV – State Assessment Results (TAKS, TPRI) • Domain V- Accelerated Reading Reports & SSR Logs Faculty and Staff will be given summative evaluation reports at the end of each semester to ensure the goals and objectives of the TTIPS Grant are being met. Criteria from each domain will be rated as Below Expectations, Proficient, or Exceeds Expectations. Each rating will be awarded a monetary incentive.	

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Schedule # 4C—Performance Assessment and Evaluation		
Part 2: Process for Development of Performance Goals		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>The goals of this grant focus on three main categories 1. Student Independent Reading Levels 2. Student achievement specifically in the areas of At-Risk commended performance 3. Parental Involvement. Administration, staff members, as well as parent representatives will be responsible for the development of these goals; however, the TTIPS Grant Committee will be responsible for monitoring the progress, implementing the new programs, and securing professional development to reach these goals.</p> <p>Student Achievement (At-Risk Commended Levels):</p> <ul style="list-style-type: none"> • Extended school day to provide additional whole class instruction • Class-size reduction to reach an ideal ratio of 16:1 • Professional development to assist teachers with instruction • Raise independent reading levels • ½-Day remediation to target specific skills and low performing students • ½-Day enrichment to supplement instruction and meet additional needs of the child • Hire reading instructional facilitator to assist teachers in reading instruction • Hire math instructional facilitator to assist teachers in math instruction • Hire community in schools facilitators to support student learning and staying in school. <p>Teacher and Leader Effectiveness:</p> <ul style="list-style-type: none"> • On-going embedded professional development throughout work week • Pre-contract days for targeted professional development • Disaggregate quality data to tailor instruction • Additional planning time for vertical and horizontal alignment • Implement teacher-leader support network • Provide teacher incentives to recruit, place and retain highly qualified staff members <p>Parental Involvement:</p> <ul style="list-style-type: none"> • Parent seminars to foster a partnership between home and school • Improve communication with families through school/grade level newsletters, school marquee, home visits, phone calls, emails, echalk or school webpage • Family nights focusing on core subject areas • Family counseling as needed in conjunction with community partners and social worker • Professional development for staff on how to respect and embrace parent diversity 		

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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	4 th grade at-risk math scores	TAKS scores	68%	75%	82%	90%
2	4 th grade at-risk reading scores	TAKS scores	71%	78%	85%	93%
3	School-wide independent reading level	Accelerated Reading Program	Current average school reading level 2.8	Annual increase of 1 full reading level	Annual increase of 1 full reading level	Annual increase of 1 full reading level
4	School-wide comprehension and fluency levels	TPRI/DRA	56%	66%	76%	86%
5	At-risk Commended Reading	TAKS scores	16%	20%	25%	30%
6	At-risk Commended Math	TAKS scores	9%	15%	20%	25%
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	Accelerated Reading points earned	Accelerated Reading Diagnostic Report and School-wide Summary Report	11,625 points	5% increase	5% increase	5% increase
2	Campus reading interim tests	Interim Test	3 rd – 66% 4 th – 65% 5 th – 65%	10% increase	10% increase	10% increase
3	Campus math interim tests	Interim Test	3 rd – 61% 4 th – 72% 5 th – 75%	10% increase	10% increase	10% increase
4	District reading benchmark	Benchmark Test	3 rd – 82% 4 th – 75% 5 th – 76%	10% increase	10% increase	10% increase

5	District math benchmark	Benchmark Test	3 rd – 67% 4 th – 65% 5 th – 68%	10% increase	10% increase	10% increase
6	4 th grade at-risk reading scores	TAKS scores	71%	78%	85%	93%
7	4 th grade at-risk math scores	TAKS scores	68%	75%	82%	90%
8	School-wide independent reading level	Accelerated Reading Program	Current average school reading level 2.8	Annual increase of 1 full reading level	Annual increase of 1 full reading level	Annual increase of 1 full reading level
9	School-wide comprehension and fluency levels	TPRI/DRA	56%	66%	76%	86%
10	At-risk Commended Reading	TAKS scores	16%	20%	25%	30%
11	At-risk Commended Math	TAKS scores	9%	15%	20%	25%

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Part 3: Annual Performance Goals						
Increase Leadership Effectiveness – Enter the annual goals for increasing the effectiveness of campus leadership, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Administration	Locally Developed Appraisal System (LDAS)	n/a	80%	85%	90%
2	Math instructional facilitator	LDAS, TAKS commended scores	16%	20%	25%	30%
3	Reading instructional facilitator	LDAS, TAKS commended scores	9%	15%	20%	25%
4	Informative assessment classroom walk-throughs conducted by reading and math facilitator	Walk-through log	n/a	25% of teachers per week	35% of teachers per week	45% of teachers per week
5	Individual teacher-administration communication	Communication log	n/a	Once every six weeks with each teacher	Once every 4 weeks with each teacher	Once every 3 weeks with each teacher
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	Enrollment in ½ day Friday enrichment	Enrollment numbers for enrichment program	n/a	5% increase	5% increase	5% increase
2	Enrollment in ½ day Friday remediation	Enrollment numbers for remediation program	n/a	5% decrease	5% decrease	5% decrease
3	Sustained Silent Reading time in class	Class Reading logs	n/a	1 day per week for 15 minutes	2 days per week for 15 minutes	3 days per week for 15 minutes
4						
5						

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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	Parent attendance at PTA	Sign-in sheets	Average of 78 parents per meeting	10% increase	10% increase	10% increase
2	Parent attendance in parent classes	Sign-in sheets	Average of 11 parents per meeting	10% increase	10% increase	10% increase
3	Community partners	Community commitment letters	15 community partners	20 community partners	25 community partners	30 community partners
4	Enrollment in Adult Education/GED program	Enrollment application	n/a	5 participants	10 participants	15 participants
5	Number of families served by the social worker	Family Contact Logs	n/a	5% increase	5% increase	5% increase
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	Parent attendance at PTA	Sign-in sheets	Average of 78 parents per meeting	10% increase	10% increase	10% increase
2	Parent attendance in parent classes	Sign-in sheets	Average of 11 parents per meeting	10% increase	10% increase	10% increase
3	Student referrals	Referral data	Average of 772 referrals for the year – 87 Out of School Suspensions	5% decrease	5% decrease	5% decrease
4	Amount of character education classes provided to students	Counselor and Social Worker lesson plan	3 times per six weeks	4 times per six weeks	5 times per six weeks	6 times per six weeks
5						

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	PDAS Domain I & II (active, successful student participation in the learning process and learner centered instruction)	PDAS scores	Domain I Average Score – 20.6 Domain II average Score – 36.4	10% exceed expectations	15% exceed expectations	20% exceed expectations
2	Locally Developed Appraisal System (LDAS)	LDAS scores	n/a	80% met expectations	90% met expectations	100% met expectations
3	Informative assessment classroom walk-throughs	Walk-through Checklist	n/a	80% met expectations	90% met expectations	100% met expectations
4						
5						

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

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

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

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

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Texas Title I Priority Schools Grant					
Schedule #5—Program Budget Summary					
Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A		Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276			
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 \$1,837,092	\$ 111,000	\$	\$ 1,948,092	
Professional and Contracted Services	5C 6200 \$136,626			\$136,626	
Supplies and Materials	5D 6300 \$51,200			\$51,200	
Other Operating Costs	5E 6400 \$31,200			\$31,200	
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX \$18,000			\$18,000	
	Total Direct Costs	\$2,074,118	\$111,000	\$2,185,118	
	% Indirect Costs			\$1929	
Grand Total					
Total Budgeted Costs:		\$ 2,074,118	\$ 111,000	\$	\$2,187,047
Administrative Cost Calculation					
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				\$82,417	
Multiply by (% limit)				X 2.340	
Enter Maximum Allowable for Administration, Including Indirect Costs				\$1,929	

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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 \$115,495 Year 2: SY 2011-2012 \$1,035,776* Year 3: SY 2012-2013 \$1,035,776 * * 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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Texas Title I Priority Schools Grant Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher	Classroom Size Reduction	5		\$	\$ 500,000
2	Educational Aide					
3	Tutor					
Program Management and Administration						
4	Project Director	District Shepard		1		\$75,000
5	Project Coordinator					
6	Teacher Facilitator		2			\$200,000
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper	Grant Budget Specialist				\$36,000
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor					
13	Social Worker	Campus Social Worker				\$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				\$	\$931,000
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay				\$54,000
28	6119	Professional Staff Extra-Duty Pay				\$592,000
29	6121	Support Staff Extra-Duty Pay				\$195,000
30	6140	Employee Benefits				\$176,092
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$1,017,092
32	Grand Total Payroll Budget (line 26 + line 31)				\$	\$1,948,092

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Texas Title I Priority Schools Grant						
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Amount Budgeted	
621 2	Audit Costs (other than audits required under OMB Circular A-133) Specify purpose: _____			\$	\$	
626 9	Rental or Lease of Buildings, Space in Buildings, or Land Specify purpose and provide calculation: _____					
629 9	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools) Specify purpose: _____					
629 9	Scholarships and Fellowships (not allowed for nonprofit charter schools) Specify purpose: _____					
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.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
Subtotal						
Professional and Consulting Services Less than \$10,000				\$	\$	
Professional and Consulting Services (6219) Greater than or Equal to \$10,000						
1. 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			1	\$	\$	\$18,000
Title: Wetzel Consulting						
Subgrants, Subcontracts, Subcontracted Services						
Supplies and Materials						
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (2.340%)						422
Total Payment:				\$	\$	\$ 18,422

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Texas Title I Priority Schools Grant				
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)				
Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)				
2. Description of Professional or Consulting Service (Topic/Purpose/Service): Behavior Support Initiative Professional Development				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs Title: Positive Behavior Support		\$	\$	\$ 19,500
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (2.340%)				457
Total Payment:		\$	\$	\$ 19,957
3. Description of Professional or Consulting Service (Topic/Purpose/Service): Creating and Committing to Community and Family Connections				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs Title: Community and Family Connections		\$	\$	\$ 15,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (2.340%)				351
Total Payment:		\$	\$	\$ 15,351
4. Description of Professional or Consulting Service (Topic/Purpose/Service): Community in Schools Facilitators				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs Title: Community in Schools		\$	\$	\$ 81,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (2.340%)				1895.40
Total Payment:		\$	\$	\$ 82,896
5. 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: _____	2	\$	\$	\$
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: Professional and Consulting Services Greater Than or Equal to \$10,000:	\$	\$	\$
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:			
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:			
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:			\$136,626
Remaining 6200- Professional and Contracted Services that do not require specific approval:			
Grand Total:			\$136,626

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Texas Title I Priority Schools Grant						
Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized			\$	\$ 35,648	
	#	Type	Purpose			Quantity
	1	Mimio Interactive Whiteboard	Classroom instructional use			28
	2	Digital Projector	Classroom instructional use			10
	3	Document Viewer Projector	Classroom instructional use			6
	4	Laptop Computer	Presentation, planning, instructional use			5
5						
6399	Technology Software- Not Capitalized					
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:					\$35,648	
Remaining 6300- Supplies and Materials that do not require specific approval:					\$15,552	
Grand Total				\$	\$51,200	

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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: NSCD Conference			\$	\$ 31,200
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:				
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose:				
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:				
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Specify purpose:				
6429	Actual losses which could have been covered by permissible insurance				
6490	Indemnification Compensation for Loss or Damage				
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)				
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization:				
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
Total 64XX- Operating Costs Requiring specific approval:					
Remaining 6400 - Other Operating Costs that do not require specific approval:					
Grand Total				\$	\$31,200

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Texas Title I Priority Schools Grant					
Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization)					
	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1					
66XX/15XX- Technology Hardware - Capitalized					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12	EduSmart School Site License	\$6,000.00	3		\$18,000
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
29					
Grand Total					
Total 6600/15XX- Capital Outlay Costs:					\$18,000

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>178-904</u> County-District No.
Texas Title I Priority Schools Grant		

Statement of provisions and assurances for the program(s) in this application:

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

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

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

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

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

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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.

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

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

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

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

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

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

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

- T. Subcontracting:** Contractor shall not assign or subcontract any of its rights or responsibilities under this contract, except as may be otherwise provided for in this application, without prior formal written amendment to this contract properly executed by both Agency and Contractor.

- U. Use of Consultants:** Notwithstanding any other provision of this application, Applicant shall not use or pay any consultant in the conduct of this application if the services to be rendered by any such consultant can be provided by Applicant's employees.

- V. Capital Outlay:** If Contractor purchases capital outlay (furniture and/or equipment) to accomplish the objective(s) of the project, title will remain with Contractor for the period of the contract. Agency reserves the right to transfer capital outlay items for contract noncompliance during the contract period or as needed after the ending date of the contract. This provision applies to any and all furniture and/or equipment regardless of unit price and how the item is classified in Contractor's accounting record.

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

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

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

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

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

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

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

Rev. 03/2010

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

SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>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): <u>21</u>	
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).

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	178-904 County-District No.
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- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).
- U. Assurances related to the education of homeless children and youths:**
- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
 - (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
 - (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
 - (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
 - (5) The LEA assures that homeless children and youth have access to the education and other services that they need to in order to meet the same challenging State student academic achievement standards to which all students are held.
- V. Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2001:
1. **Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:
 - (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is **operated under public supervision and control**;
 - (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
 - (C) provides a program of elementary or secondary education, or both;
 - (D) is **nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction**;
 - (E) **does not charge tuition**;
 - (F) **complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act**;
 - (G) is a school to which parents choose to send their children, and that **admits students on the basis of a lottery, if more students apply for admission than can be accommodated**;
 - (H) **agrees to comply with the same Federal and State audit requirements** as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
 - (I) **meets all applicable Federal, State, and local health and safety requirements**;
 - (J) operates in accordance with State law; and
 - (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.
 2. **Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.
 3. **Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>178-904</u> County-District No.
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4. Highly Qualified:

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

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

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	178-904 County-District No.
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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

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

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

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. **Examination of Records:** The Comptroller General of the United States and any of its employees, contractors, agents, representatives, or designees, may examine any records related to obligations and use by any state or local government of funds made available under ARRA. (Section 901[b]).
2. **Access of Government Accountability Office (GAO):** Each contract and each subcontract awarded using funds made available under ARRA shall provide that the Comptroller General of the United States and his representatives are authorized to examine any records of the contractor or any of its subcontractors, or any State or local agency administering such contract, that directly pertain to, and involve transactions relating to, the contract or subcontract and to interview any officer or employee of the contractor or any of its subcontractors, or of any State or local government agency administering the contract, regarding such transactions (Section 902).
3. **Reviews by Inspector General:** The inspector general of the U.S. Department of Education shall review, as appropriate, any concerns raised by the public about specific investments using funds made available in this Act. Any findings of such reviews shall be relayed immediately to the Secretary of Education. In addition, the findings of such reviews, along with any audits conducted by any inspector general of ARRA funds, shall be posted on the inspector general's website and linked to the [recovery.gov](http://www.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