

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	Amarillo ISD Organization Name	188-901 County-District#
		Caprock Campus Name	188-901-002 Campus Number
		75-6000036 9-Digit Vendor ID#	16 ESC Region
		NOGA ID# (Assigned by TEA)	Amendment #

Texas Title I Priority Schools Grant

Schedule #1 - General Information

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

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

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

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

Tier I ☐ Tier II ☐ Tier III ☒

Part 1: Index to the Application

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

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

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
Rod		Schroder	Superintendent
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
806.326.1420		rod.schroder@amaisd.org	

Only the legally responsible party may sign this application.

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

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

TEA DOCUMENT CONTROL NO.

701-10-112-150

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by telephone/e-mail/FAX on _____ by _____ of TEA.		Amendment No. _____
Texas Title I Priority Schools Grant Schedule #1—General Information		
Part 2: List of Required Fiscal-Related Attachments and Assurances		
For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the back of the application as an appendix.		
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					
Amarillo Independent School District					
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
7200 West I-40		Amarillo	Texas	79106	
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code		NCES Identification Number	
13	080966666	1DBY6		4808130	
Campus Name			County-District Campus Number		
Caprock High School			188-901-002		
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
3001 E. 34th		Amarillo	Texas	79103	
Applicant Contacts					
Primary Contact					
First Name	Initial	Last Name		Title	
Stefan		Bressler		Program Development	
Telephone	Fax	Email			
806.326.1323		stefan.bressler@amaisd.org			
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
7200 West I-40		Amarillo	TX	79106	
Secondary Contact					
First Name	Initial	Last Name		Title	
Christina		Ritter		Principal	
Telephone	Fax	E-mail			
806.326.2200		christina.ritter@amaisd.org			
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
3001 E. 34th		Amarillo	Texas	79103	

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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. <ul style="list-style-type: none"> a. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; b. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. c. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and i. Provide appropriate social-emotional and community-oriented services and supports for students. 	Program Assurances	

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

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

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

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

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

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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>In an effort to address the on-going needs of its students, Caprock High School will utilize funds provided by the Texas Title 1 Priority Schools Grant to ensure a campus culture that promotes student achievement; increases college and career readiness; improves campus climate; and maximizes campus resources and initiatives. Caprock will achieve this goal through a comprehensive needs assessment process; administrator and instructional leadership development; job embedded teacher coaching; community and parent outreach; and proactive student outreach programs designed to teach both academic and personal skills that will extend beyond high school.</p> <p>Specifically, Caprock will pursue these goals in a three phase process: Target, Transform, and Thrive. The Target Phase will include comprehensive and affective planning to analyze historical data, customized action planning with measurable goals, and organizing structure and resources to support academic gains and continuous improvement. The Transform Phase will include instructional alignment that accounts for differentiated learning styles, implement rigorous pacing and aligned formative assessments, create detailed student progress reports to make data driven decisions, and provide rich job-embedded professional development and coaching. Finally, the Thrive Phase will concentrate on fostering positive interactions between all campus stake holders that are essential to a successful school culture and developing community partnerships to support students at home, in the community, and at school.</p> <p>In addition, Caprock will partner with a turnaround center, as well as district, school, and community level leaders, to design and implement a customized, research-based program to help students meet all federal, state, and local standards and testing requirements. The collaboratively developed plan will focus on the needs of all stakeholders involved in a child's education. It will emphasize each of the following: improving teacher effectiveness to deliver standards-based instruction, increasing administrative leadership qualities, building parent educational capabilities, knowledge and involvement, and increasing student confidence and knowledge.</p> <p>Caprock will also develop a new faculty evaluation system through the use of an Individual Success Plan (ISP). The ISP will work in conjunction with the current PDAS system to allow for individual goal setting and evaluation. Participation in extra collaborative opportunities will also be a component in each faculty member's ISP, but will also provide the opportunity for faculty members to earn incentive pay through grant monies above and beyond the normal amount AISD usually pays for the extra time.</p> <p>The research-proven processes will result in curriculum alignment and articulation; formative assessments; standards-based, custom curriculum development; diagnostic instructional materials; and data management software. These results will be used to create a flexible schedule based on student need through Caprock's embedded tutorial period. This flexible schedule will not only concentrate on intervention for students showing academic gaps, but also on acceleration and enrichment for students already showing mastery of state standards.</p> <p>Research shows that top performing schools expand the school day by implementing transition programs, credit recovery classes, creating community partnerships in which students participate in internships and online web based classes, and offering after school and supplemental education services for students (SES). For low income and/or minority students, having education resources and learning experiences outside of the school day is important in order to close the achievement gap between these students and their wealthier peers. SES can provide learning in areas for which there is not enough allotted time during the school day. The Caprock program has activities that address each of these research based needs. Since research suggests that low income students experience an academic loss over summer months, students will be engaged in a transition program during the summer months. Pending program funding, Caprock High School has chosen to initiate the Tier III transformation model utilizing the extended implementation period.</p>		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description															
Part 1: Comprehensive Needs Assessment															
Section A: Campus Grade Levels															
Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School											514	415	447	420	1,796
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	0	0	0	514	415	447	420	1,796
Total Instructional Staff														128	
Total Support Staff														28	
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	2008 – 2009 Academic Excellence Indicator System (AEIS)														
2	Caprock High School Campus Improvement Plan														
3	2008 US Census Data														
4	2008-2011 Amarillo ISD Technology Plan (ePlan)														
5	Texas Teacher STaR Chart for Caprock High School														
6	2008-09 AYP Data Table														
7	Summer Planning Academy Data (Involves all faculty and staff of CHS; Feeder Data from elementary and middle school campuses)														
8	INOVA, Eduphoria, and Discipline and Attendance Student Data														
9	HSSSE and Reality Check Survey Data (Teacher and Parent Information)														
10	Collaboration Logs and Notes (from Administrative and Teacher PLCs; Smaller Learning Community Meetings – input from teacher, student, community, and business members)														

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

Part 1: Comprehensive Needs Assessment Cont.

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

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

Based upon the eligibility requirements outlined within the RFA, Amarillo Independent School District (AISD) is eligible to apply for funding under this grant program on behalf of Caprock High School (CHS). AISD makes application for funding on behalf of CHS. CHS has a very strong commitment to utilize grant funds to provide the resources necessary to meet the campuses significant need: to raise student achievement. During the initial planning phase, district and campus personnel contacted relevant stakeholders (students, staff, parents, community) and invited them to serve as volunteers on a new planning team. The campus administration surveyed the faculty and staff and 81% of the campus voted in favor of applying for the grant. The CHS Title I Priority Team (TIPT) was created as a result. The TIPT team is comprised of the CHS Principal, a district Instructional Technology Facilitator, the district Director of Federal Programs and Grants, the Program Development Specialist, teacher representatives, parent representatives, community representatives, and the Executive Director of Student Achievement – Caprock Cluster. Teacher representatives include a representative from the following departments: math, ELA, social studies, science, CATE, non- CATE electives and 9th grade transitioning. The team also included three curriculum specialists and 2 college and career specialists. It was important for Caprock to have multiple representatives on the grant writing team and be involved in the decision-making process. This team was brought together to identify needs in the area of student achievement and guide the development of the grant application. During the team's first meeting, district staff outlined program specifics and proposed the implementation of a school intervention model. The stakeholders' team met once a week for three consecutive weeks to discuss campus needs, intervention strategies, barriers, procedures, and process measures in order to develop this application and the foundation of CHS Title I Priority program. Various members of the stakeholder's team met daily for three weeks to continue and refine the development of the grant proposal, as well as sharing information with vertical and horizontal PLC collaboration groups and taking input back to the stakeholder's team. The team reviewed the CHS campus improvement plan, the district's current technology resources and capabilities, the 2008-2011 Amarillo ISD Technology Plan (ePlan), and analyzed the following quantitative data sources: the Texas Teacher STaR Chart, the Texas Assessment of Knowledge and Skills (TAKS) results from the 2008-2009 Academic Excellence Indicator System (AEIS), and poverty data from the 2008 Census Bureau, data from the Summer Planning Academy (which includes feeder elementary and middle school data), and survey data. Based upon a thorough review of the needs assessment, the team outlined program goals, proposed the implementation of the Tier III Transformation Model, and developed the strategies and activities outlined within the application as a means to meet the campus challenges head on. The TIPT also developed all procedures and process measures for the program. Pending program funding, all stakeholders will continue to serve on the TIPT to lead the development of the program from the

Table 1		Source '08-'09 AEIS			
Entity	Economically Disadvantaged	LEP	At Risk	Mobility	
Caprock High School	66.1%	6.7%	71.7%	18.4%	
State of Texas	56.7%	16.9%	48.3%	19.8%	

planning phase on through program implementation phase. The findings of this needs assessment (subsequently summarized) revealed the following challenges:

► The Texas Title I Priority Schools (TTIPS) Grant identifies Caprock High School as a Tier III school, ranked in the lowest-achieving 20%. Amarillo ISD is a high need LEA serving 22.22% of children from families below the poverty line as identified by the 2008 US Census Data. Caprock High School serves 1,822 students in grades 9th – 12th and when compared to the state average Caprock has a higher population of "at risk" students and a significantly higher population of economically disadvantaged students, reference Table 1. ►

Table 2		TAKS Met 2009 Standard Sum of All Grades Tested, Includes Selected TAKS (Accommodated)						Source '08-'09 AEIS	
Subject Tested	State	Campus (Caprock)	African American	Hispanic	White	Special Ed	Economically Disadvantaged	LEP	
Reading	91%	86%	85%	83%	92%	41%	83%	27%	
Math	82%	69%	61%	64%	85%	35%	65%	27%	
Science	78%	68%	59%	64%	79%	33%	64%	21%	
Social Studies	93%	86%	87%	85%	89%	49%	84%	44%	
All Tests	74%	59%	54%	54%	74%	24%	56%	13%	
Annual Dropout Rate '07 – '08	3.2%	4.5%	4.8%	4.9%	3.6%	3.9%	3.3%	7.4%	
Completion Rate '08 (w/o GED)	88.0%	81.8%	80.0%	76.5%	91.2%	86.8%	74.6%	65.0%	

Caprock scores below the state average in every TAKS tested category. See Table 2.

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Texas Title I Priority Schools Grant Schedule #4B—Program Description			
Part 1: Comprehensive Needs Assessment Cont.			
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.			
1	AISD District Level Administrative Staff		
2	Caprock High School Administrative Staff		
3	Caprock High School Teacher Representatives		
4	Caprock High School Parents		
5	Amarillo Area Community Groups (i.e. First United Bank, United Amigos, Amarillo Area Foundation)		
6	College and Career Readiness Personnel (i.e. Gear-UP, Amarillo Area Foundation, College and Career Specialist)		
7	Smaller Learning Communities Coordinator		
8	Caprock High School Students		
9	Parent/Community Liaison		
10	Caprock High School Support Personnel (i.e. Migrant, Americorps, Drug Prevention Coordinator, Law Enforcement Liaison Officers, Diagnosticians)		

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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 thorough and efficient management of funds and project tasks will be of paramount concern to Amarillo ISD and Caprock High School throughout the implementation of this project. A full time, year round, District-level Program Director will be hired to ensure that professional and dedicated attention can be granted to the program. This individual will be required to have a Bachelor's Degree in education, business, psychology, or other related field with several years experience in education, with a recommendation that this individual will have a Master's Degree. This individual will be responsible for the administration of the project on the District level, ensuring that all program activities are successfully monitored and implemented on the campus and that all required and requested reports are submitted to TEA. Similarly, the district level Program Director will also ensure that all program activities are coordinated with existing programs and committees with areas of focus on increased student achievement in Reading/ELA and Mathematics. The Program Director serving as a liaison between the campus, the district's finance, technology, and procurement departments, and TEA on a regular basis. Additionally, the Director will ensure that the Improvement Activities and Timeline for the Intervention Model noted in Schedule #4B-Program Description; Part 3: Intervention Model Section D: Improvement Activities and Timeline are met on time.</p> <p>A separate account will be established and administered by the District's Special Programs Accountant for all funding received under this program for Caprock High School. The Amarillo ISD Accounting Office will coordinate the expenditures of funds on this program with the Caprock Accounting Office to ensure that all funds are expended in a fashion consistent with the program budget. The AISD Accounting Office will also ensure that all equipment purchased under this program is inventoried according to current State of Texas guidelines. Similarly, all fiscal activities will be officially recorded and depicted in the District's Special Programs Budget which is annually audited and will be made available for review upon request. AISD Accounting Office will provide Expenditure reports as requested at any time.</p> <p>On the Caprock Campus the Associate Principal will serve as the Project Manager. The Project Manager will have the responsibility of ensuring that all funds are utilized in the fashion intended in the program budget and that all CSF Milestones and accompanying activities for the Campus are completed in the time frame indicated in Schedule #4B-Program Description; Part 3: Intervention Model Section D: Improvement Activities and Timeline of this application. The Project Manager will also be responsible for reporting all problems, significant input, and beneficial results to both the District Project Director and the Principal of Caprock High School. The District level Project Director will be responsible for identifying and coordinating the activities of the Caprock High School Title I Priority Team (TIPT) throughout the project. The team will meet once a month throughout project planning and implementation. Both the Project Director and Project Manager will be responsible for maintaining current progress, activity, and evaluation reports acquired through the evaluation methods being utilized for this project.</p>		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to <i>one page each</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
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>Amarillo Independent School District and Caprock High School consulted with relevant stakeholders continuously throughout application development. Amarillo ISD and Caprock High School determined the best way to garner stakeholder support for this project was to create a planning team composed of relevant stakeholders. During the initial planning phase, district and campus personnel contacted relevant stakeholders (students, staff, parents, community) and invited them to serve as volunteers on a new planning team. The campus administration surveyed the faculty and staff and 81% of the campus voted in favor of applying for the grant. The Caprock High School Title I Priority Team (TIPT) was created as a result. The TIPT team is comprised of the Caprock High School Principal, a district Instructional Technology Facilitator, the district Director of Federal Programs and Grants, the Program Development Specialist, teacher representatives, parent representatives, community representatives, and the Executive Director of Student Achievement – Caprock Cluster. Teacher representatives include a representative from the following departments: math, ELA, social studies, science, CATE, non- CATE electives and 9th grade transitioning. The team also included three curriculum specialists and 2 college and career specialists. It was important for Caprock to have multiple representatives on the grant writing team and be involved in the decision-making process. This team was brought together to identify needs in the area of student achievement and guide the development of the grant application. During the team's first meeting, district staff outlined program specifics and proposed the implementation of a school intervention model. The stakeholders' team met once a week for three consecutive weeks to discuss campus needs, intervention strategies, barriers, procedures, and process measures in order to develop this application and the foundation of Caprock High School Title I Priority program. Various members of the stakeholder's team met daily for three weeks to continue and refine the development of the grant proposal, as well as sharing information with vertical and horizontal PLC collaboration groups and taking input back to the stakeholder's team. Based upon a thorough review of the campus needs assessment the team proposed the implantation of the Tier III Transformation Model. The team then developed all strategies and activities based on scientifically based research as a means to meet the campus challenges. The TIPT also developed all procedures and process measures for the program, based on scientifically founded research. As the team developed the grant proposal, any activities, procedures, or processes considered had to meet current best practices and the agreed upon rigorous standards of the committee. Pending program funding, all stakeholders will continue to serve on the TIPT to lead the development of the program from the planning phase on through the program implementation phase.</p>		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
<p>If it appears that a district level or campus level practice or policy issue should arise during the scope of the program that hinders the implementation of the interventions, the issue will be addressed through the district's chain of command. If the policy issue originates on the campus level, campus staff will contact the campus principal and the campus program manager, who will in turn contact the program director. The program director will convene the Caprock High School Title I Priority Team (TIPT) to assess the situation. The program director will present the issue to the district's leadership team, the A-Team. This team meets weekly and is made up of the executive directors for student learning and technology, the community services program directors, the assistant superintendents for administration and personnel, the executive director for budget and finance, and the superintendent. If required the superintendent will take the issue to the district's policy setting entity, the AISD board of directors. The board of director's decision will be passed along the chain of command; the Caprock High School TIPT will convene to discuss the modifications and the steps to take to ensure successful program continuance.</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).		
Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>Several programs will be combined and coordinated under the Caprock High School (CHS) TTIPS Program to provide an effective use of public resources. AISD and CHS will leverage public resources in an integrated way to support school improvement. AISD will coordinate campus funded resources (buildings, existing computer technology, office consumables, etc) during program implementation, throughout the course of the program, and beyond to sustain and support program goals. AISD will partner with the community planning team members to support the goals of this program.</p>		
<p>There will be a seamless coordination between the activities of Caprock's current smaller learning communities grant activities and the activities outlined in the TTIPS grant. The alignment of resources in both grants will complement one another as to provide a harmonious interrelated whole. Caprock is in the second year of implementation in the smaller learning communities grant. Caprock's Smaller Learning Community grant resources will directly correlate with the purpose of the TTIPS grant because the intent of the SLC grant is to meet the following: provide each student with a long-term plan for success; greatly improve student performance on the Texas Assessment of Knowledge and Skills; graduate a much larger percentage of Caprock's Freshmen classes; significantly involve a greater number of juniors and seniors in dual credit; provide each student with a personal advocate on campus; and increase staff's expectations of students.</p>		
<p>Because of the extensive need demonstrated through data, the District will utilize all existing resources to the maximum extent possible to ensure the success of this program. Caprock is committed to utilize currently existing facilities, technology, equipment, record keeping, and administrative support. As they are made federally available, Title resources will be utilized to support the programs implemented through this grant as allowable by law. In some instances other grant resources will be used to supplement the strategies and projects that are implemented through the Texas High School Completion and Success Grant, but in no instance will funds be used to supplant, or replace, implemented strategies. Where appropriate, professional development and curriculum support will be funded by the District to the extent organizationally and fiscally feasible. Professional development will establish a strong foundation to ensure success in this project. The district's capacity for providing the necessary professional development is strong; training will be provided on an ongoing basis outside of this grant as needs are identified. Caprock is committed to directly provide the classrooms, library, and any other fiscal area needed to provide for the meeting with parents and students and any space need for the facilitation of the program. The campus program manager will house at Caprock.</p>		
<p>Amarillo ISD will also be committing extensive internal resources to this project at their own expense including utilizing existing staff, facilities, and partnerships.</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>Project management on the campus level for this grant will be provided by Mr. Chad Huseman, Associate Principal of Caprock High School, Amarillo Independent School District. Mr. Huseman has a Bachelor of Arts degree in English from Angelo St. University and a Masters of Education degree from West Texas A & M University. He taught for five years and was an assistant principal for six years with AISD before transitioning to the associate principal position at Caprock High School. Mr. Huseman is in his third year as associate principal at Caprock. He is in his 14th year of education. He has managed several grant programs in the past and has extensive experience in these areas.</p>		

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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).		
LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>Amarillo ISD will structure and implement an individual with the responsibility for supporting the campus' school improvement efforts. A full time, year round, District-level Program Director will be hired to ensure that professional and dedicated attention can be granted to the program. This individual will be required to have a Bachelor's Degree in education, business, psychology, or other related field with several years experience in education, with a recommendation that this individual will have a Master's Degree. This individual will be responsible for the general administration of the project on the District level, ensuring that all program activities are successfully monitored and implemented on the campus and that all required and requested reports are submitted to TEA. Similarly, the district level Program Director will also ensure that all program activities are coordinated with existing programs and committees with areas of focus on increased student achievement in Reading/ELA and Mathematics. The Program Director will guide the direction which will be taken by Staff involved in this program serving as a liaison between the campus, finance department and TEA on a regular basis. Additionally, the Director will ensure that the Improvement Activities and Timeline for the Intervention Model noted in Schedule #4B-Program Description;</p> <p>Part 3: Intervention Model Section D: Improvement Activities and Timeline are met on time.</p> <p>Additionally, a separate account will be established and administered by the District's Special Programs Accountant for all funding received under this program for Caprock High School. the Amarillo ISD Accounting Office will coordinate the expenditures of funds on this program with the Caprock Accounting Office to ensure that all funds are expended in a fashion consistent with the program budget. The AISD Accounting Office will also ensure that all equipment purchased under this program is inventoried according to current State of Texas guidelines. Similarly, all fiscal activities will be officially recorded and depicted in the District's Special Programs Budget which is annually audited and will be made available for review upon request. AISD Accounting Office will provide Expenditure reports as requested at any time.</p> <p>Each and every district department will be available to assist in the support of this program. The district's Information Technology Department will play a big role in helping coordinate the professional development trainings.</p> <p>Amarillo ISD has an established system of communication built around the district's cluster system in which each regular high school and its feeder schools belong to a cluster that is overseen by an Executive Director of Student Performance. The Program Manager and program participants will meet with the Program Director on a regular basis, and will communicate regularly by individual conversation and by daily email as well. Communication will include such topics as schedules, facilities, special trainings, challenges and successes. The Program Manager will hold regular meetings on campus to share observations and quantitative data regarding student and teacher progress and periodic assessment results. The Program Director will report to the District Leadership Team as appropriate regarding major program developments. AISD's leadership team includes the executive directors for student learning and technology, the community services program directors, the assistant superintendents for administration and personnel, the executive director for budget and finance, and the superintendent.</p>		

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Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>Our comprehensive approach to school improvement features a process for greater student achievement and more effective educators. Our thorough method for standards based curriculum provides us with clear alignment of curriculum resources, instructional goals, and pacing. We plan to constantly assess and monitor the progress of all students with early identification and reporting of student academic needs and continual reporting for ongoing program improvements and professional learning. Our professional development and coaching differentiates based on roles, and integrates with educational goals to ensure successful implementation of the project and long-term sustainability of growth.</p> <p>In addition, Caprock's unique "house structure" developed as a smaller learning communities project allows us to build internal capacity for sustained achievement growth. This structure allows for more collaborative time, both within and outside of common subjects; the continued development of student/staff relationships; and leadership involvement in the day to day academic operations of each grade level house.</p> <p>Research shows the factors important in allowing for sustainability, and we believe we meet each of these factors. Specifically, we have strong support at the district level that will continue during and after the grant. We also have a high faculty buy in as over 80% of the faculty voted in favor for applying and implementing grant activities into current school improvement efforts. Planned professional development activities which address and require pedagogical changes follow a continuum of changes made at Caprock for the last three years. These changes have shown success in student performance and grant funding will only further the academic gains and long-term teacher growth.</p>		

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>As described earlier, during the initial application development phase, the planning team conducted a campus needs assessment. Based upon the overarching campus needs the team determined to implement the Tier III Transformation Model. Under this model the team developed program specific activities, that when implemented, will provide an effective and efficient transformation model. Certain activities outlined within the campus program may necessitate the selection of an external provider(s). Pending grant funding, the planning team will reevaluate all activities outlined within this application during the planning phase of the grant. Programmatic decisions made during the final planning phase will be incorporated into the Model Selection and Description Report and submitted to the TEA for formal review and approval. Once the TEA has formally approved the activities outlined under the campus Tier III transformation model, and if at that time, activities are included that necessitate the selection of an external provider(s), then at that point the campus will follow regular district protocol concerning the recruitment screening and selection of the providers.</p> <p>The Amarillo ISD Procurement Department will assist the campus and program personnel throughout this process. Based upon the requirements of the activity, external providers will be researched, information relative to their services will be reviewed by district personnel, and selection will made dependent upon the providers ability to supply the necessary service required within the appropriate time frame, and at a reasonable price. All applicable federal and state purchasing and procurement policies and laws will be followed.</p> <p>Additionally, by submitting this application, the district ensures that the school will implement the TEA Designed Tier III Transformation model and receive ongoing, intensive technical assistance and related support provided by TEA, on behalf of TEA by the School Improvement Resource Center (SIRC), and/or its subcontractors.</p> <p>In seeking the services of an external provider, the TTIP Team will seek a provider that will work as an extension of our professional development practices. Our team will assess and seek a provider that can take our specific campus requirements and deliver the exact professional development needed. The external provider requirements will be based on our comprehensive needs assessments established using multiple measures of data such as demographic data, perceptual data, student learning data, and school processes data. These multiple measures of data will be gathered during the summer planning academy and during collaborative sessions held throughout the school year.</p> <p>In addition, Caprock will only partner with a turnaround center, that can design a customized, research-based program to help students meet all federal, state, and local standards and testing requirements. The collaboratively developed plan will focus on the needs of all stakeholders involved in a child's education. It must emphasize each of the following: improving teacher effectiveness to deliver standards-based instruction, increasing administrative leadership qualities, building parent educational capabilities, knowledge and involvement, and increasing student confidence and knowledge.</p>		

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Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
<p>Caprock High School has not selected an intervention program that includes site visits to other campuses.</p>		

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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.		
<p>The TEA did not identify any schools within the Amarillo Independent School District as Tier 1. Amarillo Independent School District does not have any schools that qualified as Tier 1 eligible under the Texas Title I Priority Schools Grant Program, as such, Amarillo ISD is not apply to serve any Tier I schools.</p>		

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

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

Part 3: Intervention Model

Section B: Model Selection Process –Describe in detail:

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

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

During the initial application development and project design phase for the Texas Title I Priority Schools Grant Program, district and campus personnel contacted relevant stakeholders (students, staff, parents, community) and invited them to serve as volunteers on a new planning team. The Caprock High School Title I Priority Team (TIPT) was created as a result. The TIPT team is comprised of the Caprock High School Principal, a district Instructional Technology Facilitator, the district Director of Federal Programs and Grants, the Program Development Specialist, teacher representatives, parent representatives, community representatives, and the Executive Director of Student Achievement – Caprock Cluster. This team was brought together to identify needs in the area of student achievement and guide the development of the grant application. During the team's first meeting, district staff outlined program specifics and proposed the implementation of a school intervention model. The stakeholders' team met once a week for three consecutive weeks to discuss campus needs, intervention strategies, barriers, procedures, and process measures in order to develop this application and the foundation of Caprock High School Title I Priority program. The team reviewed The Caprock High School campus improvement plan, the district's current technology resources and capabilities, the 2008-2011 Amarillo ISD Technology Plan (ePlan), and analyzed the following quantitative data sources: the Texas Teacher STaR Chart, the Texas Assessment of Knowledge and Skills (TAKS) results from the 2008-2009 Academic Excellence Indicator System (AEIS), and poverty data from the 2008 Census Bureau. Based upon a thorough review of the needs assessment, the team outlined program goals, proposed the implementation of the Tier III Transformation Model, and developed the strategies and activities outlined within the application as a means to meet the campus challenges head on. The TIPT also developed all procedures and process measures for the program.

Pending grant funding, the planning team will reevaluate all activities outlined within this application during the planning phase of the grant. Programmatic decisions made during the final planning phase will be incorporated into the Model Selection and Description Report and submitted to the TEA for formal review and approval. As such, program specific timeline is subject to change based upon final TEA Approval. The following pages outline the timeline delineating the steps the campus will take to implement the selected intervention:

#	Caprock High School Tier III Transformation Model Program Implementation Schedule	Proposed Begin Dates	Proposed ending dates
	Oral Presentation in Defense of Grant Applications in Austin, Texas, if selected to participate in interview	06/2010	06/2010
	Take Delivery of TEA Notification of Grant Award	07/2010	07/2010
	Conduct meeting of the Caprock High School Title I Priority Team	07/2010	06/2010
	8 -10 team members attend Summer Team Training (5 days) [PRE-AWARD COST]	07/2010	07/2010
	Attend National Staff Development Council (NSDC) Summer Conference [PRE-AWARD COST]	Summer/2010	Summer/2010
	LEA personnel attend District Institute [possible PRE-AWARD COST during year 1]	XX/2010	XX/2010

Timeline continued on following pages...

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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).

#	Caprock High School Tier III Transformation Model Program Implementation Schedule Continued...	Proposed Begin Dates	Proposed ending dates
	Develop job description for District-level Program Director, aka "District Shepard" and post on district job board	09/2010	09/2010
	Establish Special Program Account for Program	10/2010	10/2010
	Interview and hire District-level Program Director, aka "District Shepard" position	10/2010	10/2010
	Conduct meeting of District-level Program Director, aka "District Shepard," the Campus Based Project Manager & the Caprock High School Title I Priority Team	10/2010	10/2010
	Develop a Request For Proposals for program evaluator	10/2010	10/2010
	Initiate Development of the Model Selection and Description Report	10/2010	02/2011
	Submit required ARRA Report	10/2010	05/2010
	Begin process to develop RFB's and quote sheets for equipment purchases (computer hardware, software, etc.) needed to implement program; review and award quotes and bids, implement equipment	10/2010	Ongoing
	Issue RFP for Evaluator and collect proposals	11/2011	11/2011
	Begin process to Coordinate all program activities with Program Staff, Campus Administration, Campus Staff, AISD District Curriculum Directors, and Instructional Technology Staff Members	11/2011	Ongoing
	Submit required Quarterly Implementation Report to TEA	11/2010	11/2010
	Award Evaluator Contract	11/2010	11/2010
	Submit required ARRA Report	01/2011	01/2011

Timeline continued on following pages...

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

#	Caprock High School Tier III Transformation Model Program Implementation Schedule Continued...	Proposed Begin Dates	Proposed ending dates
	Submit required Model Selection Report and Quarterly Implementation Report to TEA	02/2011	02/2011
	Begin Implement of all 1 st year program activities based upon TEA final approval	03/2011	Ongoing throughout program year 1
	Submit required ARRA Report	04/2011	04/2011
	Submit required Quarterly Implementation Report to TEA	05/2011	05/2011
	8 -10 team members attend Summer Team Training (5 days)	Summer/2011	Summer/2011
	Attend National Staff Development Council (NSDC) Summer Conference	Summer/2011	Summer/2011
	LEA personnel attend District Institute	XX/2011	XX/2011
	Submit required ARRA Report	07/2011	07/2011
	Submit required Year 1 Implementation Report to TEA	08/2011	08/2011
	Begin Implement of any new 2nd year program activities based upon TEA final approval	09/2011	Ongoing throughout program year 2
	Submit required ARRA Report	10/2011	10/2011
	Submit required Quarterly Implementation Report to TEA	11/2011	11/2011
	Submit required ARRA Report	01/2012	01/2012

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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).

#	Caprock High School Tier III Transformation Model Program Implementation Schedule Continued...	Proposed Begin Dates	Proposed ending dates
	Submit required ARRA Report	04/2012	04/2012
	Submit required Quarterly Implementation Report to TEA	05/2012	05/2012
	8 -10 team members attend Summer Team Training (5 days)	Summer/2012	Summer/2012
	Attend National Staff Development Council (NSDC) Summer Conference	Summer/2012	Summer/2012
	LEA personnel attend District Institute	XX/2012	XX/2012
	Submit required ARRA Report	07/2012	07/2012
	Submit required Quarterly Implementation Report to TEA	08/2012	08/2012
	Begin Implement of any new 3rd year program activities based upon TEA final approval	09/2012	Ongoing throughout program year 2
	Submit required ARRA Report	10/2012	10/2012
	Submit required Quarterly Implementation Report to TEA	11/2012	11/2012
	Submit required ARRA Report	01/2013	01/2013
	Submit required Quarterly Implementation Report to TEA	02/2013	02/2013
	Submit required ARRA Report	04/2013	04/2013

Timeline continued on following page...

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

#	Caprock High School Tier III Transformation Model Program Implementation Schedule Continued...	Proposed Begin Dates	Proposed ending dates
	Submit required Quarterly Implementation Report to TEA	05/2013	05/2013
	Submit required ARRA Report	07/2013	07/2013

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Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.			
1	Amarillo ISD district level administrators		
2	Caprock High School Administrators		
3	Caprock High School Teaching Staff		
4	Amarillo ISD Technology Staff		
5	Community Representatives		
6	Parent Representatives		
7			
8			
9			
10			

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

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Schedule #4B—Program Description

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1B	Develop an academic vocabulary program to be implemented in all academic areas. (Improve Student Achievement in Reading/ELA)	A widely developed vocabulary will provide students with greater opportunities for success during and beyond high school.	"New research has shown that one factor in particular - academic vocabulary - is one of the strongest indicators of how well students will learn when they come to school." ASCD	10-Oct	13-Jun
1B	Create a syllabus or curriculum guide and accompanying professional development for teaching literacy skills to students (Improve Student Achievement in Reading/ELA)	Research and expert opinion suggest that it is important to build basic or foundational reading skills in students who need them, while also providing them with access to grade-level concepts and content (Center on Innovation & Improvement, 2009).	Research and expert opinion suggest that it is important to build basic or foundational reading skills in students who need them, while also providing them with access to grade-level concepts and content (Center on Innovation & Improvement, 2009).	10-Oct	13-Jun
1C	Provide Supplemental Educational Services (SES) to students. (Improve Student Achievement in Reading/ELA)	SES is additional tutoring that students can do on their own pace, while being regularly monitored.	"SES, ...can provide opportunities to close the achievement gap..."(Silva, 2007)	10-Oct	6-Jun
1B	Use differentiated instruction for part of reading lessons. Use formative data to determine which students require help in reading skills. (Improve Student Achievement in Reading/ELA)	Teachers can create learning situations to build skills and provide accommodations to ensure that all students receive meaningful access to the core grade level curricula content.	Center on Innovation & Improvement, Perlmann, Redding, Editors	10-Oct	13-Jun
1B	Develop an academic vocabulary program to be implemented in all academic areas. (Improve Student Achievement in Mathematics)	A widely developed vocabulary will provide students with greater opportunities for success during and beyond high school.	"New research has shown that one factor in particular - academic vocabulary - is one of the strongest indicators of how well students will learn when they come to school." ASCD	10-Oct	13-Jun
1B	Use differentiated instruction for part of reading lessons in math. Use formative data to determine which students require help in reading skills. (Improve Student Achievement in Mathematics)	Teachers can create learning situations to build skills and provide accommodations to ensure that all students receive meaningful access to the core grade level curricula content.	Center on Innovation & Improvement, Perlmann, Redding, Editors	10-Oct	13-Jun

Add additional pages as needed.

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A	Provide students with a mathematics support pull-out program to improve students achievement in mathematics	This involves pulling students out of their regular classes for participation in more specialized instruction tailored to their academic needs (Center on Innovation and Improvement, 2009).	Center on Innovation & Improvement , Perlmann, Redding, Editors	10-Oct	13-Jun
1A	Use differentiated instruction for part of reading lessons in math. Use formative data to determine which students require help in math skills.	Teachers can create learning situations to build skills and provide accommodations to ensure t hat all students receive meaningful access to the core grade level curricula content.	Center on Innovation & Improvement , Perlmann, Redding, Editors	10-Oct	13-Jun
1B	Develop strategies and provide appropriate supports to increase access to, enrollment in, and completion of advanced courses	Research shows that students who take the AP course and the AP exam earn higher GPAs and more credits in college and are more likely to graduate from college than students who took only the AP course or a non-AP course in the same subject (Center on Innovation & Improvement, 2009).	Center on Innovation & Improvement , Perlmann, Redding, Editors	10-Oct	13-Jun
1B	Provide teachers with the appropriate training and professional development to deliver advanced instruction in Advanced Placement Classes	If students are engaged in a challenging curriculum it helps them develop the college- and career-ready skills they need to succeed after high school (Center on Innovation & Improvement, 2009).	Center on Innovation & Improvement , Perlmann, Redding, Editors	10-Oct	13-Jun
1B	Implement school structures to encourage STEM enrollment, including catch-up courses, and extended learning time	High quality curriculum and instruction, supported with ongoing professional development for STEM teachers, are keys to ensuring that students graduate with the skills they need to excel in the high-demand STEM fields. (Center on Innovation & Improvement, 2009).	Many states, districts, and schools are implementing programs designed to expose all students to a rigorous STEM curriculum and keep students - particularly underrepresented minority and female students - in the STEM "pipeline" through and beyond college (Center on Innovation & Improvement, 2009).	10-Oct	13-Jun
Add additional pages as needed.					

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A	Utilize assessment data in Math, Science, ELA, and SS to drive instruction	In order to improve student growth over time and individualize student learning	Assessment data monitors student's academic progress, attendance, and progress to graduating in four years. School Improvement Resource Guide, Region 13	10-Oct	13-Jun
1B	Specified Collaboration time will be provided for vertical and horizontal alignment across all disciplines	Provide educators ample and secure time to share best practices	Collaborative cultures help students achieve at higher levels, foster a sense of professional efficacy among teachers, and make the teaching experience more rewarding. <u>The Collaborative Teacher</u> , Erkens, et.all	10-Oct	13-Jun
1C	Implement processes on campus to ensure the TEKS are taught at or above TAKS rigor	Build an understanding of which processes are strong, may be built upon, or are absent.	School Improvement Resource Guide: The Key to School Improvement	10-Oct	13-Jun
1C	Formative Assessments (benchmarks, common assessments, skills checks)	Evaluate effectiveness of alignment, curricula, interventions, mastery or retention of objectives, and discover gaps	Assessment data monitors student's academic progress, attendance, and progress to graduating in four years. School Improvement Resource Guide, Region 13	10-Oct	13-Jun
1A	Provide students with a reading support pull-out program to improve students achievement in reading.	This involves pulling students out of their regular classes for participation in more specialized instruction tailored to their academic needs (Center on Innovation and Improvement, 2009).	Center on Innovation & Improvement , Perlmann, Redding, Editors	10-Oct	13-Jun
1A	Provide students with a science support pull-out program to improve students achievement in science.	This involves pulling students out of their regular classes for participation in more specialized instruction tailored to their academic needs (Center on Innovation and Improvement, 2009).	Center on Innovation & Improvement , Perlmann, Redding, Editors	10-Oct	13-Jun
1A	Provide students with a social studies support pull-out program to improve students achievement in social studies.	This involves pulling students out of their regular classes for participation in more specialized instruction tailored to their academic needs (Center on Innovation and Improvement, 2009).	Center on Innovation & Improvement , Perlmann, Redding, Editors	10-Oct	13-Jun

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A	Provide students with a reading support pull-out program to improve students achievement in reading.	This involves pulling students out of their regular classes for participation in more specialized instruction tailored to their academic needs (Center on Innovation and Improvement, 2009).	Center on Innovation & Improvement , Perlmann, Redding, Editors	10-Oct	13-Jun
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2A	Develop systems to measure increases in student learning that include curriculum alignment, professional development, and data	This approach was selected to use the data to make informed decisions about instruction and learning	Assessment data monitors student's academic progress, attendance, and progress to graduating in four years. School Improvement Resource Guide, Region 13	10-Oct	6/133
2B	Attend targeted professional development/conferences/S ummits	To provide our students with instruction that is relevant to their learning styles	Targeted staff development should improve teaching and learning and must be chosen based on a thorough analysis of the data to identify the needs in student performance, be part of a comprehensive plan, and have staff accountability in its implementation. SIRC Guide, Region 13	10-Oct	13-Jun
2B	Utilize consultants/coaches/mentor s/master teachers	To provide our students with instruction that is relevant to their learning styles	Targeted staff development should improve teaching and learning and must be chosen based on a thorough analysis of the data to identify the needs in student performance, be part of a comprehensive plan, and have staff accountability in its implementation. SIRC Guide, Region 13	10-Oct	13-Jun
2B	Structure time to analyze data	Teachers need time to analyze results, share ideas, develop strategies to focus instruction, and design interventions as necessary	Assessment data monitors student's academic progress, attendance, and progress to graduating in four years. School Improvement Resource Guide, Region 13	10-Oct	13-Jun
2C	Collaborative Meeting Times	To provide specific time for departments/subjects to meet	Collaborative cultures help students achieve at higher levels, foster a sense of professional efficacy among teachers, and make the teaching experience more rewarding. The Collaborative Teacher, Erkens, et.all	10-Oct	13-Jun
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Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2C	By conference period trainings	To provide time for all campus to receive information	"Teams are engaged in an ongoing cycle of continuous improvement, committed to and continuously reaching toward the organization's ideal mission and vision." Dufour and Eaker, 1998.	10-Oct	13-Jun
2C	House Academic Seminars	Current Smaller Learning Community structure provides opportunity for marshalling data	Teams are engaged in an ongoing cycle of continuous improvement, committed to and continuously reaching toward the organization's ideal mission and vision. Dufour and Eaker, 1998.	10-Oct	13-Jun
2C	Summer Planning Meetings (SPA)	Current Smaller Learning Community Structure provides opportunity for marshalling data	"The needs assessment is critical to developing a school wide program, as it reveals the priority areas on which the program will focus. The needs assessment guides the school wide plan and suggests benchmarks for its evaluation." <u>Comprehensive Needs Assessment</u> . "Determining Needs and Priorities" Region 16 ESC	11-Jun	13-Jun
2C	Student Support Meetings	To develop a success plan for the student	"The SST is consistent with trends in special and general education that focus on helping students with learning and behavioral difficulties and progress in the general education curriculum." Bay, Bryan, and O'Connor, 1994.	10-Oct	13-Jun
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
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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
3A	Utilize internal and external coaches/ mentors/ consultants	External coaches support and deepen collaboration among teachers by serving as critical friends.	Coaches and mentors "objectively observe teacher sessions and provide guidance on ongoing school initiatives." <u>Principal Leadership</u> . "The Top Priority, Teacher Learning." Kassissieh and Barton, March 2009.	10-Oct	13-Jun
3A	Identify and develop master teachers	To develop, retain and hire quality staff	Coaches and mentors "objectively observe teacher sessions and provide guidance on ongoing school initiatives." <u>Principal Leadership</u> . "The Top Priority, Teacher Learning." Kassissieh and Barton, March 2009.	11-Jan	13-Jun
3A	Identify a 9 th grade lead teacher for Success 101	To coordinate, mentor and motivate other teachers for successful implementation	Assist students in staying in school and earning promotions to the next grade level by focusing on school attendance, successful completion of coursework, and providing a caring and positive learning environment, and a high school readiness course. www.hphs.topekapublicschools.net	10-Oct	13-Jun
3A	Assess and analyze campus leadership capacity and potential	Identify strengths and areas of need in staff members to design relationships and responsibilities that strengthen the entire campus team	School Improvement Resource Guide: The Key to School Improvement	10-Oct	13-Jun
3A	Design activities that will develop the leadership skills of others	Grow capacity in administrative team and entire staff to become more focused on learning and instructions	School Improvement Resource Guide: The Key to School Improvement	10-Oct	13-Jun
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Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3B	Develop a master schedule that communicates the importance of planning and collaboration between teachers as well as emphasizes the learning needs of students	To give daily time for teacher collaboration within a subject to develop instructional calendars, disaggregate student data, and develop appropriate intervention	"When collaboration is embedded in teachers' work and supported by leadership, meaningful professional learning and improved teaching follow." <u>Principal Leadership</u> . "The Top Priority, Teacher Learning." Kassissieh and Barton. March 2009	10-Oct	13-Jun
3C	Identify and contract with an external lead partner organization	Support the campus in improving student performance, operating efficiently and effectively, and carrying out mandates from TEA and the Texas Legislature.	External lead partner organization enhance school capacity and provides technical assistance for school improvement.	10-Oct	13-Jun
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
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Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4A	Flexible scheduling will be allowed based on student need	Teachers are able to use time wisely to improve their teaching strategies and enhance curriculum integration.	Flexible scheduling allows schools to optimize time, space, staff, and facilities and to add variety to their curriculum offerings and teaching strategies. NMSA Research Summary on Flexible Scheduling, Daniel, Larry, G. January, 2007	11-Jan	13-Jun
4B	Each department will prepare a course calendar for each six weeks to ensure all required TEKS are being taught	An instructional calendar for each subject ensures instruction is aligned to the curriculum and guides timely delivery of content.	"Quality instruction requires that teachers have a researched-based framework for how instruction should be organized in ways to promote student learning of the content areas." Newmann, Smith, Allensworth, and Byrk (2001). Executive Summary	10-Oct	13-Jun
4B	Develop consistency in lesson plans	Consistent lesson plans ensure all teachers meet the same high expectations in preparation for instruction.	School Improvement Resource Guide: The Key to School Improvement	10-Oct	13-Jun
4C	Professional Learning Community time to prepare common lessons, examine student work, and data	Teachers need time built into the school day to collaborate with colleagues about learning.	"When collaboration is embedded in teachers' work and supported by leadership, meaningful professional learning and improved teaching follow." <u>Principal Leadership</u> . "The Top Priority, Teacher Learning." Kassissieh and Barton. March 2009	10-Oct	13-Jun
4C	PLC's will develop, implement, and continually review an RTI model to fit the needs of individual students	RTI integrates assessment and intervention with a multi level prevention system to maximize student achievement	System for monitoring student progress towards graduating on time must include a system for identifying when staff must provide an intervention so that the student continues to not only pass state assessment, but eventually receives a commended score, SIRC Guide, Region 13	10-Oct	13-Jun
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Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4C	Problem-solving team of district and school level personnel looking at data to determine curriculum, instructional, or student-centered concerns	Team determines if intervention is necessary, which intervention to use, and how long an intervention should be used	Collaborative cultures help students achieve at higher levels, foster a sense of professional efficacy among teachers, and make the teaching experience more rewarding. The Collaborative Teacher, Erkens, et.al	10-Oct	13-Jun
4C	House Academic Seminars	Teachers need time to collaborate with other teachers outside of their departments/subject area	Collaborative cultures help students achieve at higher levels, foster a sense of professional efficacy among teachers, and make the teaching experience more rewarding. The Collaborative Teacher, Erkens, et.al	10-Oct	13-Jun
4C	Learning Leader/ Principal Meetings	Allow for time to set weekly PLC objectives	Collaborative cultures help students achieve at higher levels, foster a sense of professional efficacy among teachers, and make the teaching experience more rewarding. The Collaborative Teacher, Erkens, et.al	10-Oct	13-Jun
4C	Administrative Team Meetings	Allow for time to set weekly instructional focus and goals and to monitor student performance	Collaborative cultures help students achieve at higher levels, foster a sense of professional efficacy among teachers, and make the teaching experience more rewarding. The Collaborative Teacher, Erkens, et.al	10-Oct	13-Jun
4C	Summer Planning Academy (SPA)	Allows for time to develop a comprehensive needs assessment, leading to a campus improvement plan	"The needs assessment is critical to developing a school wide program, as it reveals the priority areas on which the program will focus. The needs assessment guides the school wide plan and suggests benchmarks for its evaluation." <u>Comprehensive Needs Assessment</u> . "Determining Needs and Priorities" Region 16 ESC	10-Oct	13-Jun
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Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4C	Once a month staff collaboration	Allow for extended time	Collaborative cultures help students achieve at higher levels, foster a sense of professional efficacy among teachers, and make the teaching experience more rewarding. The Collaborative Teacher, Erkens, et.all	10-Oct	13-May
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
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Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5A	Parent 360° - informational sessions regarding instructional processes	Increase parent knowledge and awareness of what students are exposed to in the classroom	NCLB defines parent involvement as "the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities" including assisting their child's learning and being actively involved in their child's education at school. NCLB	10-Oct	13-Jun
5A	Recruit volunteers to actively participate in school activities	To provide parents more opportunity to get more involved in campus activity and culture	School Improvement Resource Guide: The Key to School Improvement	10-Oct	13-Jun
5B	A new school web site will be designed to provide clear and transparent communication to parents, including information on what academic and instructional initiatives faculty and staff are using in the classroom.	By broadening and enhancing our communication through the school website, we will better engage with our parents and community and show the transformation at our school as it is happening.	Partnering web platform with a Web 2.0 tool facilitates communication and participation in a community, which focuses on interactivity between content providers and end-users. <u>The Journal</u> . "Transforming Education Through Technology"	10-Oct	13-Jun
5B	Pre-paid cell phones in each house for teachers to check out and use	Give timely communication between teachers and parents	"Parents and school should communicate regularly and clearly about information important to student success...Personal contact, whether by phone or in person, is the best way to promote two-way communication." National Coalition for Parent Involvement in Education	10-Oct	13-Jun
5B	Bringing in consultants for topics related to student success during and after high school	Providing information pertinent for parent/school communication and student success	"We need to set common, high expectations for every student that match skills and knowledge needed to succeed in college, at the workplace, and as a citizen." <u>Educational Leadership</u> , Wise, Bob. May 2008.	10-Oct	13-Jun
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Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5B	Equip counseling waiting area with technology to provide parents with computer access to student academic information and school activities	Will give parents an opportunity for more information on child's academic progress	"Parents and school should communicate regularly and clearly about information important to student success. Sharing information can be accomplished through the usual means of newsletters, handbooks, parent-teacher conferences, open houses, as well as home visits, homework "hotlines," the Internet, email, and voicemail." National Coalition for Parent Involvement in Education	10-Oct	13-Jun
5C	Provide adult education classes, such as ESL or English classes	Increase parent communication abilities and effectiveness	School Improvement Resource Guide: The Key to School Improvement	11-Jan	13-Jun
5C	Build networks with community allies.	"Regular contacts between insiders and outsiders can grow into long-term relationships with allies who understand the school, provide access for resources, and act as advocates in crisis."	"External relationships provide opportunities for more outside contacts, more information, more access, and more allies." <u>Educational Leadership</u> . "The Outside-Inside Connection." October 2009	10-Oct	13-Jun
5C	Provide pod casts and/or video of Parent 360° sessions at community locations (e.g. public library, community outreach centers, etc.)	Increase community awareness and accessibility of instructional processes	"Parents and school should communicate regularly and clearly about information important to student success. Sharing information can be accomplished through the usual means of newsletters, handbooks, parent-teacher conferences, open houses, as well as home visits, homework "hotlines," the Internet, email, and voicemail." National Coalition for Parent Involvement in Education	10-Oct	13-Jun
N/A	N/A	N/A	N/A	N/A	N/A
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Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6A	Hire an attendance counselor	Increase the personal contact with students and their parents who consistently miss school, help problem solve in their situations and help provide appropriate community services/resources.	Accepted practice across several states.	10-Oct	13-Jun
6A	Provide an experiential learning opportunity for students meeting an attendance goal	Students will attend school in order to earn a non-traditional learning experience;	Experimental learning addresses the needs and wants of the learner (Rogers, Carl)	10-Oct	13-Jun
6A	Recruit community volunteers to contact students and families of absent students.	Increasing the number of people to help increase the attendance rates of students	School Improvement Resource Guide: The Key to School Improvement	10-Oct	3-Jun
6B	Positive Behavior Supports training for the staff	Creates structures and expectations to increase teacher and student consistency.	PBS is an effective and proactive process for improving social competence and academic achievement for all students. OSEP Technical Assistance Center on Positive Intervention and Behavior Supports: Effective School-wide Interventions	10-Oct	13-Jun
6B	Establish a classroom discipline management plan	Ensures that each classroom operates under the guidelines of a discipline management plan that is aligned to the campus discipline management plan	School Improvement Resource Guide: The Key to School Improvement	10-Oct	13-Jun
6C	Build in time during the school day to allow for more participation in Extra/Co-Curricular	More students will participate in more activities when some are scheduled during the school day	Co-curricular or extra-curricular activities encourage contact between students and faculty, develop reciprocity and cooperation between students, encourage active learning, communicate high expectations, and respect diverse talents and ways of learning. "Purposeful Co-curricular Activities Designed to Increase Engagement." Camille Hazeur, George Mason University.	10-Oct	13-Jun
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Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7A	Each member of the campus faculty and staff will develop an Individual Success Plan (ISP), in conjunction with each faculty member's evaluator.	An ISP will be transparent, equitable, and rigorous, as well as individualized with teacher and principal involvement.	"To ensure that the evaluation policy is clearly communicated, the available research suggests involving teachers in the design and implementation of the evaluation process. Kyriakides, Demetriou, & Charalambous, 2006.	10-Oct	13-Jun
7A	A process for gathering feedback to improve the ISP system will be developed.	Identifies and addresses perceived issues with the evaluation process and develops a systematic way to collect anonymous feedback.	"Establishing a feedback system ahead of time will help keep the evaluation relevant and meaningful to teachers." Principal Leadership, Weinstock, Jeff. Feb. 2009.	10-Oct	13-Jun
7B	Provide staff high quality professional development aligned with campus comprehensive needs assessment, have staff accountability in its implementation, take into account prior knowledge and experience, and use adult learning strategies appropriate to the intended outcome	Improve teaching and learning by increasing content knowledge, using effective instructional strategies and leadership skills resulting in positively changing adult behavior.	"Professional development in using data-based decision making, coupled with establishing measurable goals and developing aggressive time lines to achieve them is vital to sustaining [the school's] success." Educational Leadership, October, 2009	10-Oct	13-Jun
7B	Analyze process for monitoring to ensure that teachers are delivering curriculum using effective instructional methods as provided through staff development.	Ensure that students are receiving effective instructional methods	School Improvement Resource Guide: The Key to School Improvement	10-Oct	13-Jun
7B	Use evaluation results to inform professional development opportunities for faculty and staff.	Evaluations reveal instructional strengths and weaknesses.	A total look of the staff's professional needs can guide administrative decisions about campus professional development. Principal Leadership, Weinstock, Jeff. Feb. 2009.	10-Oct	13-Jun
7C	Recruit experienced and exemplary teachers to serve as evaluators.	Contributes to the brevity and infrequency with which evaluations are conducted.	"School leaders give teachers an opportunity to expand their skills and reduce the number of evaluations that are usually conducted by the principal." Principal Leadership, Weinstock, Jeff. Feb. 2009.	10-Oct	13-Jun

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Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7C	Develop and implement Caprock Success Academy	Academy will encourage and support new and /or struggling teachers and bolster seasoned teachers in all areas regarding student success at Caprock, especially in reading and vocabulary	"Schools must find their own ways to reorganize time to support the development of communities of practice." (Wenger, 1998)	10-Oct	13-Jun
7C	Identify, train, and certify and hire master teachers	Master teachers will help mentor and develop other teachers to improve student performance.	The purpose of the program is to build a group of recognized teachers of high achievement in the teaching profession. Texas Education Agency	10-Oct	13-Jun
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
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CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
N/A	Develop and provide an intervention system to identify and assist students with transitioning to and within High School	Addressing the instruction needs of struggling students unprepared for rigorous college preparatory course-work	"Research supports the implementation of transition programs to positive student outcomes such as higher student engagement and lower dropout rates" (NHSC< 2007a;2007b)	10-Oct	13-Jun
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
Add additional pages as needed.					

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 4: Waiver Requests		
Applicants must check the waivers in which the LEA/campus intends to implement.		
<div style="margin-bottom: 20px;"> <input checked="" type="checkbox"/> Extending the period of availability of school improvement funds. <i>This waiver extends the "life" of the funds for two additional years; allowing the state to fund the grant period for three years to the LEA on behalf of the eligible campus, as long as the campus meets the requirements of implementation of the grant program.</i> </div> <div style="border: 1px solid black; padding: 5px; 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>Each aspect of this program will be closely monitored by the Program Director, the campus-based Program Manager, and the Caprock High School Title I Priority Team (TIPT) for all reporting requirements and to internally identify the progress which is being made through the implementation of the project. To the extent possible base level statistics and analysis will be collected and then semester reports will be compared to the base in order to identify progress for the campus. A campus needs assessment will be conducted each year and compared from year to year and the quantifiable gains and number of students impacted by the program will be recorded. Surveys will also play a key roll in the monitoring and improvement of this program. A representative sample of teachers and administrators trained and receiving professional development under this program will be given pre/post surveys to determine their perception of program benefits. The internal communication flow that is detailed previously in this application will obviously be a key component of the monitoring and reporting associated with this project. Communication will include such topics as schedules, facilities, special events, participant feedback, challenges and successes.</p> <p>The implementation schedules for each activity previously noted will be adhered to. If it appears that implementation of some program component is not having the intended effect, program administrators will modify the program, with TEA's consent, to ensure that program dollars are maximized for effectiveness.</p> <p>As indicated in research, in order to implement any new initiative with fidelity teachers must develop "calibration checks" to monitor their own implementation. Equally important, administrators need training in what the new initiative looks like in the classroom so that administrative staff can respond with the appropriate mentoring and coaching. Throughout the implementation process, the administrators and the teachers will meet during collaboration to discuss the new initiatives to develop systems for monitoring that include data collection, observation notes and summaries of the program, analysis of the data, and a plan for ways to address any off target behaviors. Additionally, the collected data will help identify possible reasons for the "poor fidelity drift" and give insight as to how to avoid this "drift" with future initiatives (Perlman and Redding, Center on Innovation and Improvement.) Formative and summative assessments of student performance are pivotal in determining the success of the initiative. Additionally, the allocation of the appropriate resources will be instrumental in determining the success of the initiative. Given these multiple variables, behavioral change is the key to school improvement. This can only be accomplished through a fundamental culture shift throughout the school community. The development of individual success plans for all members of Caprock will ensure that there is a system for holding each stakeholder accountable while also building a system of support and positive change.</p>		

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Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
<p>The primary way that the Caprock High School and Amarillo ISD will be held accountable throughout the implementation of the project is by how well the critical success factors, milestones, and activities (listed in Schedule #4B-Program Description; Part 3: Intervention Model Section D: Improvement Activities and Timeline) are met and on time and how well defined and targeted the performance measures (outlined under Schedule # 4C—Performance Assessment and Evaluation; Part 3: Annual Performance Goals) are met on time. Each of the activity components revolve around a clear cut objective that can easily be identified as completed or not. When the component is completed it will be noted. The Program Director will be responsible for monthly reporting of each project activity that has been completed or when it begins so that the schedule can be followed closely and each campus can be held accountable.</p> <p>Surveys, to a lesser extent, will also be issued to the participants involved in the programs. Service, curriculum, and instruction evaluation will be based on the quantitative and qualitative findings listed on the next page in the description outlined under Section C: Qualitative and Quantitative Data Collection Methods. The project design in this application accounts for the details and milestones leading up to the implementation of each activity which will allow the campus to meet the overall goals and ultimately fulfill the campus needs. Findings from the qualitative and quantitative data will be used to determine if activities will be continued, modified, or deleted. Throughout the implementation process, the administrators and the teachers will meet at regularly scheduled times to discuss the new initiatives to develop systems for monitoring that include data collection, observation notes and summaries of the program, analysis of the data, and a plan for ways to address any off target behaviors. Additionally, the collected data will help identify possible reasons for the "poor fidelity drift" and give insight as to how to avoid this "drift" with future initiatives (Perlman and Redding, Center on Innovation and Improvement.)</p> <p>Alisd will complete all TEA required and requested reporting practices.</p>		

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Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
<p>The attainment and utilization of both qualitative and quantitative Data will be one of the primary focuses of this project in order to continuously improve the program throughout implementation. Quantitative data will be collected through the use of open-ended questions on pre/post surveys. Surveys will be administered to a representative sample of program participants. These surveys will monitor program expectations before, throughout, and again after participating in the program. Additionally, the monthly program meetings will serve as an ongoing roundtable discussion from which the practical application of the program will be evaluated on an ongoing basis. The campus TTIPS will be responsible for monitoring the qualitative indicators of this program.</p> <p>Upon receiving notification of grant award, AISD will develop and issue a Request For Proposals to contract with a 3rd party evaluator. The district will insure that the evaluator chosen has the capability to remain independent and objective in carrying out the evaluation, and as such, the evaluator will be external to the grant and will not be involved in program services or activities. The evaluators contracted amount will not be more than 8% of the total funds awarded.</p> <p>AISD will contract with a professional external evaluator to administer the pre-developed survey instruments and analyze the baseline data. Evaluation of this project will be comprehensive and ongoing, using both qualitative and quantitative methodologies. With a systematic collection and analysis of data, it is possible for the project staff to achieve the goals and objectives of the program. The quantitative analysis to be provided under contract will be directly comparable to: 1) the number of target students and teachers served identified in Schedule #4A- Program Description - Part 1: Comprehensive Needs Assessment; Section A: Campus Grade Levels; 2) the degree by which the RFA program goals, Critical Success Factors, and milestones (outlined within Application Guidelines – Part 2; Program Guidelines, pgs. 13-14 within the RFP) were aligned with the campus developed program goals (outlined in the summary section within this application and again in the narrative section on the next page); 3) the activities developed by the district (outlined under Schedule #4B-Program Description; Part 3: Intervention Model Section D: Improvement Activities and Timeline); and 4) the performance goals developed by the campus TTIPS team (outlined under Schedule #4C-Performance Assessment and Evaluation; Part 3: Annual Performance Goals) and the degree by which they were met. Additionally, student performance will be monitored as it is reported by the Texas Academic Excellence Indicator System (AEIS) on standardized test to observe any indirect performance changes resulting from the implementation of this project. Similarly, the number of AISD employees trained in project areas of focus will be recorded for each year. Program data collection methods will be reassessed during the program planning phase and developed further post award after consultation with the contracted 3rd party evaluator. All finalized qualitative and quantitative data collection methods will be outlined in greater detail within the Model Selection and Description Report.</p>		

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Texas Title I Priority Schools Grant 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>During the initial planning phase, district and campus personnel contacted relevant stakeholders (students, staff, parents, community) via telephone and email and invited them to serve as volunteers on a new planning team. The Caprock High School Title I Priority Team (TIPT) was created as a result. The TIPT team is comprised of the Caprock High School Principal, a district Instructional Technology Facilitator, the district Director of Federal Programs and Grants, the Program Development Specialist, teacher representatives, parent representatives, community representatives, and the Executive Director of Student Achievement – Caprock Cluster. This team was brought together to identify needs in the area of student achievement and guide the development of the grant application. During the team's first meeting, district staff outlined program specifics and proposed the implementation of a school intervention model. The stakeholders' team met once a week for three consecutive weeks to discuss campus needs, intervention strategies, barriers, procedures, and process measures in order to develop this application and the foundation of Caprock High School Title I Priority program. The team reviewed The Caprock High School campus improvement plan, the district's current technology resources and capabilities, the 2008-2011 Amarillo ISD Technology Plan (ePlan), and analyzed the following quantitative data sources: the Texas Teacher STaR Chart, the Texas Assessment of Knowledge and Skills (TAKS) results from the 2008-2009 Academic Excellence Indicator System (AEIS), and poverty data from the 2008 Census Bureau. Based upon a thorough review of the needs assessment, the Caprock High School Title I Priority Team (TIPT) identified seven broad based goals that will provide a means to successfully address the identified needs. These goals also directly align with the grant's purpose and goals outlined on pages 13 – 14 of the Application Guidelines-Part 2: Program Guidelines within the Texas Title I Priority Schools RFA. The subsequent bulleted list represents the local campus goals:</p> <ul style="list-style-type: none"> ▶ Improve Academic Performance. ▶ Increase Teacher Quality. ▶ Improve School Climate. ▶ Increase Leadership Effectiveness ▶ Increase the Use of Quality Data to Drive Instruction. ▶ Increase Parent/Community Involvement. ▶ Increase Learning Time <p>Each of these broad based program goals directly relate to the activities outlined under Schedule #4B-Program Description; Part 3: Intervention Model Section D: Improvement Activities and Timeline. The campus TIPT developed quantifiable performance goals/measures in order to evaluate the effectiveness of the program. The performance goals/measures are outlined under Schedule #4C-Performance Assessment and Evaluation; Part 3: Annual Performance Goals. The performance goals relate directly back to the activities, Critical Success Factors, and Milestones outlined under Schedule #4B-Program Description; Part 3: Intervention Model Section D: Improvement Activities and Timeline.</p>		

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Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
N/A, response outlined on prior page, two pages were not necessary		

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

Improve Academic Performance – Enter the annual goals for student achievement, on both the State's assessments and other measures identified by the LEA, to which the LEA is holding the campus accountable

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Percent of teachers who adhere to the content and language objectives developed for each lesson to improve student achievement in Reading/ELA	Classroom Walkthrough Checklist	DNA	25%	30%	35%
2	Percent of students who pass TAKS and/or improve their TAKS performance in order to improve student achievement in mathematics based on Mathematics Support Pull-out Programs	TAKS.	DNA	50%	55%	60%
3	Percent of students who meet and/or improve their individual goals identified in the ISP through the use of the INOVA in math and reading	Individual Success Plan Goal Sheet	DNA	50%	55%	60%
4	Percent of students who meet and/or exceed college readiness standards on TAKS scores on Math (Gr. 9, 10, 11), ELA (Gr. 9, 10, 11), Science (Gr. 10, 11), and Social Studies (Gr. 10, 11)	TAKS	ELA – 13% Math – 14% Sci. – 9% SS – 30%	ELA-14% Math -15% Sci.-10% SS-31%	ELA-15% Math -16% Sci.-11% SS-32%	ELA-16% Math -17% Sci.-12% SS-33%
5	Percent of students who enroll in and complete advanced course (Gr. 9, 10, 11, and 12)	Enrollment Reports for Advanced Courses	15%	17%	19%	21%

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	Structure time to analyze data.	Percent of Master Schedule common collaborative periods	51%	58%	65%	72%
2	Number of common lessons developed by teachers, through the use of data (by teacher by semester)	Lesson plans indicating number of common lessons by each subject per semester	DNA	1	2	3
3	Percent of faculty/staff who receive coaching for instructional and leadership development	Sign in sheets	25%	35%	45%	55%
4	Number of faculty/staff attending New Summer Planning Academy	Sign in sheets	DNA	50%	60%	70%
5	N/A	N/A	N/A	N/A	N/A	N/A

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Number of hours created for administrative team to collaborate about instruction, data, professional development, resources, and staff with one another (principal, assistant principals, learning leaders, lead counselor)	Scheduled meetings	DNA	27	30	33
2	Activities designed to monitor implementation of new systems	Participation log	DNA	2	2	2
3	Number of times administrative team spends in each classroom monitoring teacher ISP's per year.	CWT Tool	DNA	3	4	5
4	Number of activities designed to build leadership skills	Participation log	DNA	2	2	2
5	N/A	N/A	N/A	N/A	N/A	N/A

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	Percent of students enrolled in non-traditional schedules	Enrollment Reports	DNA	10%	15%	20%
2	Percentage of TEKS/course objectives taught on instructional calendar specified by academic periods	Instructional Calendars by Department or Teacher	DNA	85%	90%	95%
3	Number of courses offered per calendar year	Master Schedule	131	132	133	134
4	Number of courses offered for acceleration in Summer Academy	Course Schedule Offerings Instrument	11	12	13	14
5	Percentage of students who attend summer transition programs	Student Enrollment Reports	DNA	20%	25%	30%

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Number of parents participating in adult ESL classes each school year	Sign in sheets	DNA	10	15	20
2	Number of community members participating on school committees each school year	Sign in sheets	4	4	5	6
3	Number of parents attending Parent 360 informational sessions each school year	Sign in sheets	DNA	15	20	25
4	Number of volunteers who participate in school activities	Sign in Sheets	DNA	10	15	20
5	Number of community partnerships established	Partnership Agreements	DNA	1	2	3

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	Number of contacts made by attendance counselor	Contact log	DNA	350	525	700
2	# of students attending experiential learning opportunities	Experiential Learning Experiences Log Sheets	250	300	350	400
3	Percentage decrease of discipline referrals by various categories	Discipline Report	2327 total referrals	5%	10%	15%
4	Percentage of students participating in extra/co-curricular activities	Extracurricular/Co-curricular enrollment report	DNA	30%	50%	70%
5	Number of active members in Longhorn Pride	Enrollment Report	DNA	50	100	150

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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	Percent of faculty and staff who meet one quantifiable goal for student achievement in the ISP.	Individual Success Plan (ISP)	DNA	70%	80%	90%
2	Number of teachers participating in master teacher program	ISP	DNA	1	2	3
3	Number of peer evaluations completed.	In-House Development Peer Evaluation Instrument	DNA	20	30	40
4	Percent of faculty and staff attending professional development	PD Certificate	DNA	60%	70%	80%
5	N/A	N/A	N/A	N/A	N/A	N/A

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	Percent of students identified as At-Risk for dropping out who receive early intervention	Early identification Instrument	DNA	50%	60%	70%
2	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

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Texas Title I Priority Schools Grant Schedule #5—Program Budget Summary					
Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A		Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276			
Project Period: August 1, 2010 through June 30, 2013					
Class/Object Code and Description	Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted	
Payroll Costs	5B 6100 \$ 2,872,207	\$	\$	\$ 2,872,207	
Professional and Contracted Services	5C 6200 1,077,573			1,077,573	
Supplies and Materials	5D 6300 969,525			969,525	
Other Operating Costs	5E 6400 828,000		80,000	908,000	
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX 94,000			94,000	
	Total Direct Costs	5,841,305	80,000	5,921,305	
	1.329% Indirect Costs		78,694	78,694	
Grand Total					
Total Budgeted Costs:		\$ 5,841,305	\$ 78,694	\$ 80,000	\$ 6,000,000
Administrative Cost Calculation					
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				\$ 6,000,000	
Multiply by (% limit)				X .05	
Enter Maximum Allowable for Administration, including Indirect Costs				\$ 300,000	

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Texas Title I Priority Schools Grant Schedule #5—Program Budget Summary		
Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.		
Year 1: SY 2010-2011 \$2,093,047 Year 2: SY 2011-2012 \$1,945,413* Year 3: SY 2012-2013 \$1,961,540* * 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		
<p>Developing a school budget is a complex process that requires many assumptions, such as timing on technology development and innovation. The stakeholders' team met once a week for three consecutive weeks to discuss campus needs, intervention strategies, barriers, procedures, and process measures in order to develop this application and the foundation of Caprock High School Title I Priority Program. Based upon a thorough review of the needs assessment, the team outlined program goals, proposed the implementation of the Tier III Transformation Model, and developed research-based strategies and activities in alignment with expected costs as a means to meet the campus challenges head on.</p> <p>All expected costs associated with the Caprock High School TTIPS Program support the overall goals of the Texas Title I Priority Schools Grant. A cost analysis was conducted to ensure that the budgeted costs meet expected student goals and the overall budget will support positive student outcomes. The costs are justifiable in that each line item directly relates to either a program activity, milestone, critical success factor, performance measurement, or goal. Also, the costs are tied directly to outlined three year plans in the areas of technology, professional development, and personnel. The in-depth analysis the campus planning team conducted ensures alignment between the expected costs with the scope of the grant. The total request for grant funding under this program is for \$6,000,000. With 1,796 students enrolled on campus (based upon the current spring 2010 semester enrollment counts), this equates to a cost of approximately \$3,341 per student participant at Caprock High School. This is appropriate based on the number of high quality activities to be implemented and the number of new resources to made available to both students and staff as a means to facilitate student academic growth under the Campus Tier III Transformation Model.</p> <p>All expected costs outlined within the budget were reviewed by the Amarillo ISD business department to ensure compliance with all federal and state budgetary requirements. The funding for the activities will provide enrichment and supplement the learning for all students at Caprock. As new information is received, such as enrollment projections, discipline data, new technology, etc., the budget will be modified to reflect these changes. Changes will be made only based on new data and as they tie to our goals for student performance.</p>		

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Texas Title I Priority Schools Grant Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher				\$	\$
2	Educational Aide					
3	Tutor		10	10		373,320
Program Management and Administration						
4	Project Director	District-level Program Director, aka "District Shepard"	1			170,000
5	Project Coordinator					
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title:	Employee Incentive Payments				1,515,000
23	Title:	Attendance Counselor				185,454
24	Title:					
25	Title:					
26	Subtotal Employee Costs				\$	\$2,243,774
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay (as required for campus teaching staff absent during school days for required conference and seminar events, as required for activity implementation [i.e. professional development trainings, etc.])			\$	\$ 99,999
28	6119	Professional Staff Extra-Duty Pay (as required for program implementation)				123,000
29	6121	Support Staff Extra-Duty Pay (as required for program implementation)				15,000
30	6140	Employee Benefits				390,435
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$ 628,434
32	Grand Total Payroll Budget (line 26 + line 31)				\$	\$2,872,207

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Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Amount Budgeted
621	Audit Costs (other than audits required under OMB Circular A-133)			\$	\$
2	Specify purpose: _____				
626	Rental or Lease of Buildings, Space in Buildings, or Land				
9	Specify purpose and provide calculation: _____				
629	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)				
9	Specify purpose: _____				
629	Scholarships and Fellowships (not allowed for nonprofit charter schools)				
9	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
1.	Principal/Leader Competency Review Process – TEA Requirement			\$ 3,500	\$
2.	Leadership Coaching (up to five campus/LEA leaders) – TEA Requirement			1,875	
3.	Open Access to Online Professional Development – TEA Requirement			9,000	
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Subtotal					
Professional and Consulting Services Less than \$10,000				\$	\$ 14,375
Professional and Consulting Services (6219) Greater than or Equal to \$10,000					
1. Description of Professional or Consulting Service (Topic/Purpose/Service):					
3 rd Party Evaluator/Program Evaluation,/Program Evaluation provided by 3 rd Party Evaluator, Evaluator will be determined following a formal Request For Proposal					
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award
Contractor's Payroll Costs				\$	\$
Title: _____					
Subgrants, Subcontracts, Subcontracted Services				120,418	120,418
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (_____ %)					
Total Payment:				\$ 120,418	\$ 120,418

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

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

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

Campus Snapshot – TEA Requirement

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs				
Title: _____		\$	\$	\$
Subgrants, Subcontracts, Subcontracted Services		24,000		24,000
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 24,000	\$	\$ 24,000

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

Social Services Support (est. \$60 per student: \$60 x 1796 students x 3yrs)

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs				
Title: _____		\$	\$	\$
Subgrants, Subcontracts, Subcontracted Services		323,280		323,280
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 323,280	\$	\$ 323,280

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

Positive Behavior Supports

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs				
Title: _____		\$	\$	\$
Subgrants, Subcontracts, Subcontracted Services		12,000		12,000
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 12,000	\$	\$ 12,000

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

Academic Language Training/Implement a comprehensive approach to teachin and learning academic vocabulary at the classroom, school, and district levels

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs				
Title: _____		\$	\$	\$

	Subgrants, Subcontracts, Subcontracted Services	28,500		28,500
	Supplies and Materials			
	Other Operating Costs			
	Capital Outlay (Subgrants Only)			
	Indirect Cost (____%)			
Total Payment:		\$ 28,500	\$	\$ 28,500

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

Coaching & Leadership Development Training/Promoting Success for All Learners

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
	Contractor's Payroll Costs				
	Title: _____		\$	\$	\$
	Subgrants, Subcontracts, Subcontracted Services		28,500		28,500
	Supplies and Materials				
	Other Operating Costs				
	Capital Outlay (Subgrants Only)				
	Indirect Cost (____%)				
Total Payment:			\$ 28,500	\$	\$ 28,500

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

Differentiated Instruction Training/Making revolutionary changes in teaching and learning

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
	Contractor's Payroll Costs				
	Title: _____		\$	\$	\$
	Subgrants, Subcontracts, Subcontracted Services		28,500		28,500
	Supplies and Materials				
	Other Operating Costs				
	Capital Outlay (Subgrants Only)				
	Indirect Cost (____%)				
Total Payment:			\$ 28,500	\$	\$ 28,500

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

Curriculum Mapping Training/Improve student performance

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
	Contractor's Payroll Costs				
	Title: _____		\$	\$	\$
	Subgrants, Subcontracts, Subcontracted Services		28,500		28,500
	Supplies and Materials				
	Other Operating Costs				
	Capital Outlay (Subgrants Only)				
	Indirect Cost (____%)				
Total Payment:			\$	\$	\$

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

Technology Training/Integrating technology into teaching

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
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	Contractor's Payroll Costs			\$	\$	\$
	Title:					
	Subgrants, Subcontracts, Subcontracted Services			28,500		28,500
	Supplies and Materials					
	Other Operating Costs					
	Capital Outlay (Subgrants Only)					
	Indirect Cost (%)					
	Total Payment:			\$ 28,500	\$	\$ 28,500

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

Data Disaggregation & Assessment Training/School improvement planning

Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
	Contractor's Payroll Costs			\$	\$	\$
	Title:					
	Subgrants, Subcontracts, Subcontracted Services			28,500		28,500
	Supplies and Materials					
	Other Operating Costs					
	Capital Outlay (Subgrants Only)					
	Indirect Cost (%)					
Total Payment:				\$ 28,500	\$	\$ 28,500

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

On Site Capacity Building Professional Development/Develop educators into local experts in specific instructional and leadership practices

Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
	Contractor's Payroll Costs			\$	\$	\$
	Title:					
	Subgrants, Subcontracts, Subcontracted Services			28,500		28,500
	Supplies and Materials					
	Other Operating Costs					
	Capital Outlay (Subgrants Only)					
	Indirect Cost (%)					
Total Payment:				\$ 28,500	\$	\$ 28,500

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

RTI training/A multi-tiered approach to help struggling learners

RTI training/A multi-tiered approach to help struggling learners

Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
	Contractor's Payroll Costs			\$	\$	\$
	Title:					
	Subgrants, Subcontracts, Subcontracted Services			28,500		28,500
	Supplies and Materials					
	Other Operating Costs					
	Capital Outlay (Subgrants Only)					
	Indirect Cost (%)					
Total Payment:				\$ 28,500	\$	\$ 28,500

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

Patry Lerwick/Thoughtful design of a lesson plan/Sheltered Instruction & Planning By Design

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
	Contractor's Payroll Costs		\$	\$	\$
	Title:				
	Subgrants, Subcontracts, Subcontracted Services		94,500		94,500
	Supplies and Materials				
	Other Operating Costs				
	Capital Outlay (Subgrants Only)				
	Indirect Cost (%)				
Total Payment:			\$ 94,500	\$	\$ 94,500

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

Robyn Silbey/Thoughtful design of a lesson plan/Math Coaching

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
	Contractor's Payroll Costs		\$	\$	\$
	Title:				
	Subgrants, Subcontracts, Subcontracted Services		94,500		94,500
	Supplies and Materials				
	Other Operating Costs				
	Capital Outlay (Subgrants Only)				
	Indirect Cost (%)				
Total Payment:			\$ 94,500	\$	\$ 94,500

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

Melissa Castillo Consulting/Thoughtful design of a lesson plan/Academic Language Training

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
	Contractor's Payroll Costs		\$	\$	\$
	Title:				
	Subgrants, Subcontracts, Subcontracted Services		94,500		94,500
	Supplies and Materials				
	Other Operating Costs				
	Capital Outlay (Subgrants Only)				
	Indirect Cost (%)				
Total Payment:			\$ 94,500	\$	\$ 94,500

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

Kagan/Synthesizing all of the components of the classroom to improve instruction/Cooperative Learning & Win/Win Discipline

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
	Contractor's Payroll Costs		\$	\$	\$
	Title:				
	Subgrants, Subcontracts, Subcontracted Services		48,000		48,000
	Supplies and Materials				
	Other Operating Costs				
	Capital Outlay (Subgrants Only)				
	Indirect Cost (%)				
Total Payment:			\$ 48,000	\$	\$ 48,000

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

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
	Contractor's Payroll Costs		\$	\$	\$
	Title:				
	Subgrants, Subcontracts, Subcontracted Services		24,000		24,000
	Supplies and Materials				
	Other Operating Costs				
	Capital Outlay (Subgrants Only)				
	Indirect Cost (____ %)				
Total Payment:			\$ 24,000	\$	\$ 24,000

Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:	\$	\$	\$1,063,198
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:			
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:			14,375
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:			1,063,198,
Remaining 6200- Professional and Contracted Services that do not require specific approval:			
Grand Total:			\$1,077,573

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		188-901 County-District No.																																																									
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____																																																									
Texas Title I Priority Schools Grant																																																													
Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval																																																													
Expense Item Description				Pre-Award	Total Budgeted																																																								
<table border="1"> <thead> <tr> <th colspan="2">STEM Hardware</th> <th></th> <th></th> </tr> <tr> <th>#</th> <th>Type</th> <th>Purpose</th> <th>Quantity</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Laptops</td> <td>To provide learners access to multiple media resources</td> <td>900</td> </tr> <tr> <td>2</td> <td>Access points in each classroom</td> <td>To provide wireless capabilities (year 1)</td> <td>145</td> </tr> <tr> <td>3</td> <td>N cards</td> <td>To provide wireless capabilities to existing laptops (year 1)</td> <td>20</td> </tr> <tr> <td>4</td> <td>Wiring for each classroom</td> <td>To provide wireless capabilities (year 1)</td> <td>145</td> </tr> <tr> <td>5</td> <td>Presentation Hardware</td> <td>Learners may experience improved learning outcomes with heightened engagement</td> <td>384</td> </tr> <tr> <td>6</td> <td>Presentation Hardware</td> <td>Learners may experience improved learning outcomes with heightened engagement</td> <td>60</td> </tr> <tr> <td>7</td> <td>E-Readers with additional apps.</td> <td>To provide all learners with electronic literature and media</td> <td>60</td> </tr> <tr> <td>8</td> <td>STEM Hardware</td> <td>To provide technology in the math and science classrooms</td> <td>Unknown</td> </tr> <tr> <td></td> <td>Communication Enhancement Technology for classroom</td> <td>To increase communication in an effective and efficient manner (year 1)</td> <td>Unknown</td> </tr> <tr> <td></td> <td>Video Camera Systems</td> <td>To provide learners with capability to mentor and coach</td> <td>Unknown</td> </tr> <tr> <td></td> <td>Internet Cameras</td> <td>To increase communication in an effective and efficient manner (year 1)</td> <td>Unknown</td> </tr> <tr> <td></td> <td>Scanners</td> <td>To scan images or documents into a computer to create a system of electronic communication</td> <td>Unknown</td> </tr> </tbody> </table>				STEM Hardware				#	Type	Purpose	Quantity	1	Laptops	To provide learners access to multiple media resources	900	2	Access points in each classroom	To provide wireless capabilities (year 1)	145	3	N cards	To provide wireless capabilities to existing laptops (year 1)	20	4	Wiring for each classroom	To provide wireless capabilities (year 1)	145	5	Presentation Hardware	Learners may experience improved learning outcomes with heightened engagement	384	6	Presentation Hardware	Learners may experience improved learning outcomes with heightened engagement	60	7	E-Readers with additional apps.	To provide all learners with electronic literature and media	60	8	STEM Hardware	To provide technology in the math and science classrooms	Unknown		Communication Enhancement Technology for classroom	To increase communication in an effective and efficient manner (year 1)	Unknown		Video Camera Systems	To provide learners with capability to mentor and coach	Unknown		Internet Cameras	To increase communication in an effective and efficient manner (year 1)	Unknown		Scanners	To scan images or documents into a computer to create a system of electronic communication	Unknown	\$	\$869,525
STEM Hardware																																																													
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	Scanners	To scan images or documents into a computer to create a system of electronic communication	Unknown																																																										
6399	Technology Software- Not Capitalized				20,000																																																								
6399	Supplies and Materials Associated with Advisory Council or Committee																																																												
Total Supplies and Materials Requiring Specific Approval:																																																													
Remaining 6300- Supplies and Materials that do not require specific approval:					80,000																																																								
Grand Total				\$	\$969,525																																																								

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by telephone/e-mail/FAX on _____ by _____ of TEA.			
Texas Title I Priority Schools Grant			
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)	\$ 40,000	\$300,000
	Specify purpose: Conference, seminar, trainings out of state		
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)		15,000
	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:		\$ 40,000	\$315,000
Remaining 6400 - Other Operating Costs that do not require specific approval: (in-state travel [i.e. Conferences, seminars, trainings etc.])		\$ 40,000	\$513,000
Grand Total		\$ 80,000	\$ 828,000

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Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization)					
	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1					
66XX/15XX- Technology Hardware - Capitalized					
2	Wireless Network Controller/To increase communications in an effective and efficient manner				40,000
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12	21 st Century Learning Software				54,000
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:					94,000

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>188-901</u> County-District No.
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Statement of provisions and assurances for the program(s) in this application:

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>188-901</u> County-District No.
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- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered and subsequently liquidated (recorded as an expenditure or accounts payable) within the contract dates. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>188-901</u> County-District No.
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- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	188-901 County-District No.
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Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

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

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

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

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>188-901</u> County-District No.
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- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA:** Grantees which are public school districts and open enrollment charter schools agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A **nonprofit organization or university/college** grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.
- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
- 1. Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
 - Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
 - Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
 - Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

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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	<div style="text-align: right;"> <u>188-901</u> County-District No. </div>
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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	<div style="text-align: right;"> <u>188-901</u> County-District No. </div>
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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>188-901</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 #6E NCLB ACT PROVISIONS & ASSURANCES		<u>188-901</u> County-District No.
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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>188-901</u> County-District No.
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public Elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public Elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an Elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public Elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public Elementary or secondary school that the student attends, be allowed to attend a safe public Elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

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

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4. Highly Qualified:

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

- 5. Parental Involvement:** The participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring:
- (A) that parents play an integral role in assisting their child's learning;
 - (B) that parents are encouraged to be actively involved in their child's education at school;
 - (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
 - (D) the carrying out of other activities, such as those described in section 1118 of P. L. 107-110.

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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

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- (iv) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- (v) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- (vi) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- (vii) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

8. Teacher Mentoring: Activities that–

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

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

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

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

Revised 03/03

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

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Federal Statutory Requirements

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

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

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

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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

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- 12) An LEA **may** also implement comprehensive instructional reform strategies, such as--
- 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 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