

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2010-2013</b>	<b>Mathis ISD</b> Organization Name	205904 County-District#
		Mathis High School Campus Name	001 Campus Number
		747001710 9-Digit Vendor ID#	2 ESC Region
		NOGA ID# (Assigned by TEA)	Amendment #

### Texas Title I Priority Schools Grant

#### Schedule #1 – General Information

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

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

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

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

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

Tier I ☐ Tier II ☐ Tier III ☒

#### Part 1: Index to the Application


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

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

#### Certification and Incorporation

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

#### Authorized Official

Typed First Name	Initial	Last Name	Title
Maria		Rodriguez-Casas	Superintendent
Phone	Fax	Email	Signature (Date Signed (blue ink preferred))
361-547-3378	361-547-4198	mccasas@mathisisd.org	 6/3/10

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

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

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

SIGNED AND FORWARDED  
 BY THE APPLICANT

6/3/10 10:00 AM

TEA DOCUMENT CONTROL NO.

**701-10-112-317**

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

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #1—General Information</b>					
<b>Part 3: Applicant Information</b>					
<b>Local Educational Agency (LEA) Information</b>					
LEA Name					
Mathis Independent School District					
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
PO Box 1179		Mathis	TX	78368	
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number		
15	045372539	4QR14	4829400		
Campus Name			County-District Campus Number		
Mathis High School			205904-002		
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
1615 E. San Patricio		Mathis	TX	78368	
<b>Applicant Contacts</b>					
<b>Primary Contact</b>					
First Name	Initial	Last Name	Title		
Delma		Flores	Acting Principal		
Telephone	Fax	Email			
361-547-3322	361-547-4138	dflores@mathisisd.org			
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
P.O. Box 1179		Mathis	TX	78368	
<b>Secondary Contact</b>					
First Name	Initial	Last Name	Title		
Maria		Rodriguez-Casas	Superintendent		
Telephone	Fax	E-mail			
361-547-3378	361-547-4198	mcasas@mathisisd.org			
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
PO Box 1179		Mathis	TX	78368	

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**Texas Title I Priority Schools Grant**

**Schedule #3—Purpose of Amendment**

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

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

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

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

**Part 2: Revised Budget**

Complete this part if there are any budgetary changes.

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



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

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

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

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

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

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

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<b>Part 2: Statutory Requirements</b>			
<b>#</b>	<b>Requirement Description – Federal Statutory Requirements</b>	<b>Primary Component Where Described</b>	
25	The LEA <b>may</b> also implement other strategies for providing operational flexibility and intensive support, such as-- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.	Program Assurances	
26	An LEA that has nine or more Tier I and Tier II schools is prohibited from implementing the transformation model in more than 50% of those schools.	Program Assurances	
<b>By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities.</b>			
<b>Part 3: Statutory Assurances</b>			
<b>#</b>	<b>Statutory Assurance Description</b>		
1	Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.		
2	Applicant provides assurance that it will use its TTIPS Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.		
3	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive school improvement funds.		
4	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final federal requirements.		
5	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.		
6	Applicant provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.		
<b>Part 4: TEA Program Assurances</b>			
<b>#</b>	<b>TEA Assurance Description</b>		
1	Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the Quarterly Implementation Reports (QIR), the Model Selection and Description Report, and through participation in TEA technical assistance. a. The Model Selection and Description Report must be submitted to TEA no later than <b>February 1, 2011</b> . This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities: 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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<b>#</b>	<b>TEA Assurance Description</b>		
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the <b>transformation model</b> , the campus assures That it will it implement the following federal requirements. 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 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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<b>#</b>	<b>TEA Assurance Description</b>		
10	2. Comprehensive instructional reform strategies. A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 3. Increasing learning time and creating community-oriented schools. A. Establish schedules and strategies that provide increased learning time; and B. Provide ongoing mechanisms for family and community engagement. 4. Providing operational flexibility and sustained support. A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).		
11	An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as-- (A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school; (B) Institute a system for measuring changes in instructional practices resulting from professional development; or (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.		
12	An LEA may also implement comprehensive instructional reform strategies, such as-- (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.		

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

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4A—Program Abstract</b>		
<b>Part 1: Grant Eligibility</b>		
<input type="checkbox"/> Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input checked="" type="checkbox"/> Tier III Eligible Campus		
<b>Identify which timeline the LEA/Campus the applicant will implement.</b>		
<input checked="" type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance		
<b>Part 2: Grant Program Summary.</b> Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Mathis ISD has three of four campuses eligible to apply for Texas Title I Priority Schools (TTIPS) Grants under Tier III. The need of the district is evident with three of four schools performing in the bottom 20% of the state. Thus, it was apparent to the district that there was an urgent need to apply for TTIPS funding and a Decision-Making Team (DMT), made up of ISD various stakeholders (page 20), agreed. After preliminary analysis, Mathis High School proposes to implement the Immediate Texas Transformation Model. It is the ideal model for a campus that recognizes the urgency for campus success and is willing to take the necessary measures to do whatever it takes. The lack of consistency in meeting state accountability standards compounded with the underlying fact that the 2010 preliminary TAKS results confirms the trend of decline of students meeting the standards in the areas of math and science led the decision making team to implement a Transformation Model as an intervention that will address the deficiencies in mastering the TAKS standards, increasing the number of students meeting Commended Performance to ensure college readiness, and the weaknesses reflected in the observations conducted via Hypermonitoring indicating the predominance of the "stand and deliver" approach. The Transformation Model will provide Mathis High School with the opportunity to facilitate increased student engagement, effective cooperative learning, integration of rigor, relevancy, and higher order thinking skills that lead to successful preparation for post secondary success in college and/or career.</p> <p>The DMT selected the Texas Transformation Immediate Model for the Mathis High School, feeling strongly that the district had the capacity to support the model's implementation and to provide needed resources and effective oversight. Mathis High School proposes to implement a rigorous staff evaluation and development system; reward staff who increase student achievement and/or graduation rates and remove staff that have not improved after ample opportunity; institute comprehensive instructional reform; increase learning time and apply community-oriented school strategies; and provide greater operational flexibility and support for the school. The school will allow staff ongoing, high-quality, job-embedded professional development including training on data desegregation, classroom management, and subject-specific pedagogy that reflects a deeper understanding of the community served by the school. The school will integrate into the model for school improvement, a Professional Learning Community committed to working collaboratively in ongoing process of collective inquiry and action research in order to achieve better results for the students they service.</p> <p>The Grant project will address these campus needs through the following major Components/Objectives.</p> <p><b>Component 1: Developing and increasing teacher and school leader effectiveness.</b> Needs: Developing staff created rigorous, transparent, and equitable evaluation systems that provide accountability for student growth; Developing an incentive pay model based on student achievement; Opportunities for professional development especially in regard to use of data. <b>Component 2: Comprehensive instructional reform strategies.</b> Needs: Using data to identify and implement a research-based and vertically aligned instructional program that is aligned with State academic standards; Using student data continuously to address identified needs and to improve instruction by raising academic standards and boosting student achievement. <b>Component 3: Increasing learning time and creating community-oriented schools.</b> Needs: Creating schedules/strategies with increased learning time; Providing opportunities for family/community involvement; Create an inviting positive, learning environment. <b>Component 4: Providing operational flexibility and sustained support.</b> Needs include: Allowing the operational flexibility to implement a comprehensive approach to substantially improve student achievement; Assuring campus receives ongoing, intensive technical assistance.</p>		

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<b>Texas Title I Priority Schools Grant</b>																
<b>Schedule #4B—Program Description</b>																
<b>Part 1: Comprehensive Needs Assessment</b>																
<b>Section A: Campus Grade Levels</b>																
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											96	132	115	99	442	
Open-Enrollment Charter School															0	
<b>Total Students:</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	442	
														<b>Total Instructional Staff</b>		<b>44</b>
														<b>Total Support Staff</b>		<b>13</b>
<b>Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process</b>																
<b>1</b>	State Assessment Student Reports															
<b>2</b>	Benchmark Reports and Six Weeks progress Reports															
<b>3</b>	Academic Excellence Indicator System (AEIS) Reports															
<b>4</b>	Six Weeks Academic Updates for Grades, Discipline, Attendance and C-Scope Unit Tests															
<b>5</b>	Average Yearly Progress (AYP) Reports															
<b>6</b>	Classroom Walkthroughs and Hyper-monitoring Classroom Observations															
<b>7</b>	Annual Performance Reports (2007-08 and 2008-09)															
<b>8</b>	Public Education Information Management System (PEIMS) Data															
<b>9</b>	District and Campus Improvement Plan (CIP)															
<b>10</b>	Suggested Best Practices Literature															

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<b>Part 1: Comprehensive Needs Assessment Cont.</b>		
<b>Section C: Process</b> Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.</b>		
<p>Mathis ISD has three Tier III campuses eligible for Texas Title I Priority Schools (TTIPS) funding. This includes Weber-Hardin Elementary, Mathis Intermediate, and <b>Mathis High School</b>. As such, ISD administration recognized the need to create a TTIPS Decision-Making Team (DMT) made up of LEA stakeholders from various areas and from each of the affected schools as suggested by the grant. Included in the numerous discussions were school board members, ISD administration, campus administration, teachers, parent groups, and community organizations. The DMT was charged with reviewing grant requirements, determining whether individual campuses should apply, analyzing data, identifying and selecting the appropriate intervention model, deciding whether action should be immediate or extended and reviewing the literature for best practices.</p> <p>This review of grant requirements led to discussion defining what would constitute individual campus success and how the TTIPS grant was related to the campus' vision and goals. Discussion focused on the need for "bold action" and the need to make student-centered decisions including difficult ones such as replacing principals and/or staff. To determine which model to implement the Team reviewed the suggested "Narrowing Questions" and the "Questions for Consideration". This comprehensive needs assessment required the team to carefully review data in order to determine the best model for each individual campus. Among the data reviewed were the TAKS Student Reports, Benchmark Reports, AEIS Reports, Grades, Average Yearly Progress (AYP) Reports, Attendance Reports, PEIMS Reports, and Campus Improvement Plans.</p> <p>The data revealed the district's tremendous need. Located in rural South Texas, Mathis ISD serves a predominantly Hispanic population. In 2008-09, Hispanics accounted for 91% (1628) of the total student population (1,784). According to the Texas Higher Education Coordinating Board, the need for their success is vital to the state's future as they currently lag behind all other ethnic groups in college seeking and attainment goals. Additionally, the data also showed that 85% of the entire population is classified as economically disadvantaged, 58% at-risk, and 3% had limited English proficiency. These numbers are reflective of the approximately 505 students served in the 2008 - 2009 school year by Mathis High School. Of these 90% are Hispanic, 9% are White, 80% are identified as Economically Disadvantaged, 68% are At-Risk, 12% are receiving Special Education services, and 1% are classified as Limited English Proficiency. Other issues include attendance and teen pregnancy. Teachers report that they struggle with classroom management.</p> <p>Academically, Mathis High School moved from a rating of Academically Unacceptable to Acceptable in the 2007 - 2008 school year, and has maintained this rating over the last two years. However, math and science scores continue to be under or just at the passing standard (2009 math: 9<sup>th</sup> grade, 58%, 10<sup>th</sup> grade, 44%, Exit Level, 69%; science: 10<sup>th</sup> grade: 36%, Exit Level: 77%) and students have not met the school's goals for achieving at the college readiness or commended levels nor have students' scores on other measures such as the PSAT, the SAT, the ACT or the Advanced Placement exams placed them at or above the state's average. Achievement gaps among Hispanic and Economically Disadvantaged subgroups are major areas of concern.</p> <p>It was evident there was a need for the following: 1) Consistent achievement in academic areas without the current fluctuation of scores; 2) Strong campus support for new strategies; 3) Strong belief that academic issues can be resolved; 3) Strong faculty leaders; 4) A staff evaluation system that rewards success and addresses problems; 5) Quality professional development for using data in making instructional decisions; 5) Active participation of parents and community leaders as equal partners on campus; 6) Improvement in student behavior; and 7) Increased learner time on task especially in the areas Reading, Mathematics, and Science.</p> <p>Once the needs were established, the DMT discussed the four models, the Critical Success factors (Academic Performance, Use of Quality Data to Drive Instruction, Leadership Effectiveness, Learning Time, Parent/Community Involvement, School Climate, and Teacher Quality), and ISD and campus data and research. The DMT decided that the Texas Transformation Model should be used because of its well-planned activities and support features. The DMT appreciated the model's prescriptive measures and welcomed the opportunities for site visits, the External Providers system (PSP), technical and documentation assistance, templates and forms, online and conference training opportunities, and on-task reporting requirements which mandated on-going data monitoring. They selected the <b>immediate</b> implementation model as they felt the campus had successfully been involved in various aggressive reform measures.</p>		

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<b>Schedule #4B—Program Description</b>		
<b>Part 1: Comprehensive Needs Assessment Cont.</b>		
<b>Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.</b>		
1	Principal	
2	Assistant Principals	
3	Teachers	
4	District Administrative Staff	
5	Counselors	
6	Parents	
7	Students	
8	District Educational Improvement (DEIC) Committee	
9	Community Members and Groups	
10	Site Based Decision Making (SBDM) Committee	

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<b>Part 2: Project Management</b>		
<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Capacity</b> -- 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>Mathis ISD (ISD) has successfully implemented and met the goals/objectives of state and federal grants. Mathis ISD also fosters strong partnerships with community organizations such as the Department of Public Safety, the Veterans' of Foreign Wars, the American Legion, Coastal Bend College, Del Mar College, Texas A&amp;M Kingsville, Texas A&amp;M Corpus Christi, the University of Brownsville, the Asia Society, and the Mathis Coalition. The district received a "Superior Achievement" rating from TEA's Financial Integrity Rating System of Texas for the 2008-09 which is the highest rating possible. It also received an "Unqualified Audit" report in 2008-09. A clean opinion of an auditor indicates the district's financial books are in order; that the district's financials and that the results of the district's financial year of operations are in accordance with generally accepted accounting principles.</p> <p>The district's capacity to implement successfully the TTIPS grant is evident in the Campus Intervention Team (CIT) structure. The Team drives academic improvement for Mathis High School (MHS) and is responsible for the school from an "Academically Unacceptable" rating to a continuous "Academically Acceptable" rating for 2008 and 2009. MHS also met AYP for 2009 and is projected to meet AYP for 2010 due to this structure. The Campus Intervention Team was comprised of the superintendent, counselor, teachers, parents, and other members of the campus site-based decision making committee.</p> <p>Dr. Maria Rodriguez-Casas, Superintendent of Schools, and the Mathis ISD Trustees have embraced student learning outcomes and the team approach in their efforts to close academic gaps. However, the district and their respective campuses are in dire need of foundational technical assistance to engage all stakeholders in a school reform that embraces a professional learning community implementing community-oriented school structures with core principles that ensure all students learn a culture of collaboration. Furthermore, the district also requires assistance in assuring that staff work to create structures promoting this culture and that they focus on improving student learning outcomes. The ISD is committed to the TTIPS and will work collaboratively with the decision making team to allow for a new governance arrangement and operational flexibility. The District has illustrated this capacity before as it provided for the implementation of a school-within-a-school when the Mathis High School for International Studies was embedded into the high school structure. The ISD accommodated its unique needs including allowing for a new leader, increased student travel, implementation of a new Chinese language program, and creating separate budget appropriations. The ISD has also experienced the replacement and recruitment of qualified staff at the campus when Mathis High School was rated an "Academically Unacceptable" campus. The ISD will also fully support the initiatives to increase community and parental involvement via an implementation of a community-oriented school structure. A partnership with Communities in Schools will ensure the provision of social service resources at Mathis High School.</p> <p>The ISD will support the district and school team structures necessary through official district policy in order to create a professional learning community that will allow accomplishment of grant goals/objectives. The ISD will create a Leadership Team comprised of key stakeholders similar to those included in the CIT and will include an external technical assistance provider. This Team structure will allow the superintendent and district level instructional support staff to focus on oversight and formative evaluation while the instructional team comprised of grade level and content area teachers align the curriculum, develop instructional strategies, and monitor student progress. The ISD and the campus commit to providing adequate time for the Leadership Team to conduct business and to meet the expectations of district policy. Members will participate in orientation meetings, technical assistance meeting and will attend the Texas School Improvement Conference. They will be required to maintain documentation of meeting agendas and evidence of work products and outcomes. The ISD will provide professional development for personnel on effective teaming practices. The ISD will also designate the Project Manager as the District Sheppard, whose primary responsibility is supporting school improvement, working with School Improvement Resource Center (SIRC) and TEA. He or she will be housed in a central location on the campus and will be given ample authority to implement the grant.</p>		



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<p align="center"><b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b></p>		
<p><b>Part 2: Project Management Cont.</b></p>		
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<p><b>Partnership/Involvement of Others</b> – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.</p>		
<p>The first steps in effective communication and engagement are for the stakeholders to understand the message, agree with its underlying principles, and share a commitment to its success. The ISD community including parents, students, administration, teachers, and the board of trustees recognize the value and importance of the TTIPS work. They helped develop the focus and scope of the project; thus, commitment is high. All are aware of the need to improve students' successes and the need to make "bold changes". They are aware of the implications if efforts fail. This has been discussed at length in various venues.</p>		
<p>The ISD's Decision-Making Team was carefully chosen not only to serve in determining whether to pursue the grant and to decide on a model for implementation but rather to also be the force creating and facilitating decisions related to the implementation of the grant requirements. In order to get a solid cross-section of the community, the Decision Making Team consists of district administrators, campus administrators, teachers, students, parents, school board members, and members of a community organization. The group recognized that they represented the views of the larger whole, and dialogue with colleagues was encouraged. This group of stakeholders analyzed available data of the campuses in the Tier III category and facilitated the development of the application.</p>		
<p>The grant guidelines were examined and discussion on the various models and the opportunities and challenges presented by the grant were discussed. The group reviewed the narrowing questions, collected data and performed the Comprehensive Needs Assessment. They then reviewed the Questions for Consideration. It was apparent that members recognized the implications for principals and staff in regard to failure to produce academic results. The discussions were frank on the need to be focused on what was best for students. The transformation model was the one that was selected because it best reflected the current culture of the High School campus. It is a campus that has been at the forefront of improvement efforts; however, even though the staff has been consistent there is a need to alter strategies based on hyper-monitoring observations. Work is needed to encourage teachers to engage the learner and take student to a new mastery of learning. Even though they have the technology tools many are not using them well. The campus is familiar with aggressive reform and would be one capable of adapting quickly. Thus, the Team felt the Immediate Transformation Model would best address the campus needs.</p>		

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<b>Management of Grant Activities</b> – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
<p>Mathis ISD assumes responsibility for managing and administering the programmatic, financial, evaluation, and reporting requirements of the Mathis High School's TTIPS Grant. The district assures the assistance of all relevant district departments including but not limited to Curriculum, Instruction, Assessment, and Business as well as the office of the Superintendent. Additionally refer to the previous "CAPACITY" section to see the strong capability and commitment of the District to change official policy as needed to meet the grant needs. The ISD recognizes the value of the TTIPS grant and its potential to promote change. It is also aware that funds would be stopped for failure to comply with requirements. It is well-prepared to satisfy all grant requirements. The Program Manager will report directly to and be evaluated by the Superintendent thus eliminating levels of bureaucracy. The Manager will have authority to develop and reward teacher/leader effectiveness; adopt comprehensive instructional programs; extend time for students and staff; offer community-oriented services; and provide operating flexibility and intensive support. The superintendent will authorize the new staff-created evaluation and will replace the school leadership, if needed. The full-time Project Manager will manage the project with oversight provided by the Leadership Team. The Manager will assure all program requirements are met including meeting Annual Performance Goals approved by TEA and the Agency's Performance Assessment and Evaluation targets. The Manager will track progress toward Critical Success Factors and milestones through the Quarterly Implementation Reports. He or she will lead a management by objective model that will promote a culture of evidence. Staff will use data to make decisions. The Manager will monitor implementation of program activities, assure evaluation, and redirect efforts as needed to promote success. He will lead the creation of an evaluation instrument that will include student success criteria. The Manager will arrange for all professional development training. He or she will be provided an office on campus central to program needs. The Manager will supervise Teacher Leaders who will occupy unique hybrid positions as both teachers and facilitators. Teacher Leaders must be master teachers and be well-respected by peers. Duties of Teacher Leaders include walkthroughs, modeling, mentoring, and enhancing instruction. They will make recommendations and serve as a liaison between teachers and administrators. The Manager will assure all TEA Texas Model Requirements are met. The LEA pledges to maintain a financial management system that provides for accurate, current, and complete disclosure of the financial results of the grant. The financial management system records will contain information pertaining to the grant award, authorizations, obligations, unobligated balances, assets, and expenditures. 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. Mathis ISD will comply with the accounting requirements in the Financial Accounting and Reporting module of the <i>Financial Accountability System Resource Guide</i>, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20) TEA <i>Financial Accountability System Resource Guide</i>). The LEA is in an excellent financial position and audits have been "unqualified: which is the best rating possible. The Manager will also assure that evaluation activities as outlined in this document are conducted. Evaluation processes will also include formative, interim, summative, qualitative and quantitative evaluation as needed for ongoing improvement. Changes will be documented. Because the project is fully supported by the superintendent and Board of Trustees, needed changes can occur quickly.</p> <p>The Project Manager with the assistance of the campus administrators, Teacher Leaders, Business Manager, and the Superintendent will assure all reports are submitted as per the timelines dictated by the funder. This includes School-by-School Listing of Per-Pupil Educational Expenditures, Separate Tracking and Monitoring of ARRA Funds, 90 day action Plans, Quarterly Reporting, CSF milestones, Implementation Report, and Interim Expenditure Reports. Additional reports or data will be presented to stakeholders including students, parents, board members and community organizations through presentations, Annual Performance Reports, Campus Improvement Plans, in newsletters and on the website.</p>		

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<b>Resource Management</b> – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>By selecting The Texas Transformation Model, the campus will be provided preset technical assistance and support from the School Improvement Resource Center (SIRC). They will provide training assistance and support in implementing the selected models and their Tier 3 program. They will support the implementation of the district turnaround office and the school's improvement efforts. They will provide onsite technical assistance via the Professional Service Provider network and will train in types and uses of assessments and data for decision making. In addition they will provide ongoing technical assistance to the ISD and the campus through telephone support, face to face mentoring, webinars, teleconferences and discussion boards. Professional development will also be included and includes online training for greater access. This additional level of support will enhance the local support and proven commitment of the ISD. The District will also supplement professional development and intervention programs as other best practices emerge during grant implementation. Already identified is Communities in Schools (CIS) which is the nation's largest dropout prevention organization. CIS provides the link between educators and the community by bringing caring adults into the schools to address children's unmet needs. When implemented with high fidelity, the CIS model resulted in a higher percentage of students reaching proficiency in fourth- and eighth-grade reading and math, than comparison schools during the same time period. Compared to dropout prevention programs with scientifically-based evidence and listed in the Department of Education's What Works Clearinghouse, CIS is one of a small number to prove it keeps students in school and the only one in the country that increases graduation rates, graduating students on time with a regular diploma. Community resources including parents, teachers, and community leaders will provide more opportunities. Mathis High School's goals are to increase TAKS passing scores and provide a world class education for all students. As such resources have and will continue to be focused on student learning. The ISD has a focused commitment to seeking resources to aid in this endeavor. This includes seeking state and federal funding. The LEA has been successful in obtaining and implementing numerous grants including the Target Tech Texas Collaborative grants (T3 grants), GEAR UP, and the Governor's Texas Educator Excellence Grant. These grants provide millions of dollars and even more opportunities. As these grants phase out, new ones are sought but practices continue to enhance the school climate. Mathis ISD will also continue its partnership endeavors. Though very limited by its rural location and with no big employers other than the school district, Mathis ISD has successfully partnered with other entities to provide more resources to its learning endeavors. These include partnerships with the state in endeavors like the GEAR UP program and with postsecondary institutions such as Coastal Bend College (CBC), Del Mar College, Texas A&amp;M Kingsville, Texas A&amp;M Corpus Christi, the University of Texas at Brownsville, and the University of Texas at Arlington. These entities provide guest speakers, campus tours, student meals, use of facilities, summer bridge programs, and grant partnerships. Grant partnerships include TRIO's Educational Talent Search Program which includes an Intermediate school component and Upward Bound. Both programs are designed to provide increased focus on obtaining a college degree by providing numerous support mechanisms such as supplemental education services, tutoring, mentoring, and counseling. The ISD has also participated with CBC in a Texas Higher Education Coordinating Grant to provide a summer intensive program grant that allowed students to eliminate math remediation when they entered college. The ISD also fosters strong partnerships with community organizations including the Department of Public Safety, the Veterans' of Foreign Wars, the American Legion, the Asia Society/International Studies School Network (ISSN), a national network of small schools focused on international studies curriculum, integrating college preparatory materials and training, innovative use of technology, and global learning and the Mathis Coalition. The ISD will also utilize the tremendous resources available through the Education Service Center 2. The Center provides researched based staff development in assisting teachers in closing the achievement gaps. The district will align the CSCOPE Curriculum with ICORE, an interactive web-based curriculum that is aligned to CSCOPE and state standards and integrates Response to Intervention and Differentiation of Instruction. Mathis ISD will use all available resources including the support from the Education Service Center 2 in its quest for academic success.</p>		

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<b>Grant Project Manager Qualifications</b> – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p><b>The Project Manager (District Shepherd)</b> will serve as support to campuses undertaking the transformation process. The responsibilities of this person will include: supporting school improvement, working with School Improvement Resource Center (SIRC) and TEA; providing oversight of the transformation process, ensuring responsiveness of ISD offices to the transformation efforts, providing a direct line of communication to the superintendent and other critical ISD level-leaders, assisting in eliminating any ISD-level barriers that may hinder the transformation process, and serving as a resource and mentor to the administrator and campus. Additionally, this person will be required to attend all meetings/professional development sessions throughout the duration of the transformation process. The manager will serve as high-level administrator and will be housed in a central location on the campus and will be given ample authority to implement the grant.</p>		
<b>Characteristics</b>		
<ul style="list-style-type: none"> <li>• Invested: views this role as an integral part of his/her responsibilities; feels responsible for the success of the transformation process; and supports all components of the transformation process</li> <li>• Has a direct line of contact with the superintendent</li> <li>• Has authority to influence central office departmental procedures</li> <li>• Has experience as a building principal with a record of proven student success</li> <li>• Views self as a positive change agent</li> <li>• Has effective communication skills</li> </ul>		
<b>Roles and Responsibilities</b>		
<ul style="list-style-type: none"> <li>• Ensure the campus is provided operational flexibility</li> <li>• Ensure effective implementation of all components of the transformation process</li> <li>• Monitor the progress of 90-day action plans</li> <li>• Maintain ongoing communication with the transformation campus and the Leadership Team</li> <li>• Attend regularly scheduled meetings and special called meetings with the transformation campus</li> <li>• Remove LEA barriers that may hinder the transformation process</li> <li>• Provide support and feedback to the principal and teacher leaders when needed or requested</li> <li>• Take an active role in problem-solving with the principal and teacher leaders</li> <li>• Attend campus leadership meetings</li> <li>• Assist in the replacement and recruitment of qualified staff</li> <li>• Assist in efforts to increase community and parental involvement</li> <li>• Support the placement of social service resources at the campus</li> <li>• Partner with campus to generate a positive school culture</li> <li>• Attend required trainings</li> <li>• Complete all reporting requirements of the grant and the District including but not limited to Quarterly Reports, financial documents, Annual Performance Reports.</li> <li>• Organize all training opportunities</li> <li>• Assure program goals, performance goals, and critical success factors are on track and accomplished</li> <li>• Complete other duties as requested by the funder or the Superintendent.</li> </ul>		
<b>Requirements:</b>		
Master's degree in education or related field with five years instructional and three year instructional leadership experience.		

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<b>LEA Support</b> – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>The Project Manager will be given ample authority to manage the grant. He will be the liaison between TEA and the district. As noted in the previous section, he or she will report directly to the superintendent thus insuring a direct line, of communication to her. The Project Manager will serve on the Administrative Team with other key personnel including the Business Manager, Maintenance and Operation Director, other grant directors, other district support staff, and campus principals. The Administrative Team meets weekly to discuss school issues and update on upcoming events. This access to key staff members will allow better coordination of activities. The Manager will report to the grant's Leadership Team to assure program progress and to coordinate activities. The individual selected will have supervisory responsibility for project personnel including Teacher Leaders and support staff. He or she will be housed directly on the High School campus so that they remain in close proximity to the population they serve and for easier access to Teacher Leaders, Campus Team Leaders, teachers and students. The close proximity and job description dictate that this position be hands-on and operate with an open-door management style.</p> <p>The Project Manger will be charged with ensuring the implementation of all components of the transformation process. He or she will assure the implementation of the 90-day action plans, including their redirection if needed. By taking an active role in problem-solving with the principal and teacher leaders, he will develop vital communication with the transformation campus. As the grant's administrative member, he will provide support and feedback to the principal and teacher leaders and will have the capacity to remove barriers that may hinder the transformation process. He or she will also assist in efforts to increase community and parental involvement. He will guide the placement of social service resources at the campus. As the administrative leader he or she will generate a positive school culture.</p> <p>Although responsibilities are great, the grant and the Project Manager have the full support and commitment of the ISD's superintendent and the Board of Trustees. Both recognize the potential of the transformation process and the urgency of the district as three out of four schools are classified as Tier 3 school and are performing at the bottom 20% in the state, impacting 80% of the student population served by the ISD. The Superintendent and Board of Trustees expect high involvement from the Project Manager in assuring success. A hands-on leader, Dr, Rodriquez-Casas has effectively done so previously when she served as the Internal Campus Intervention Team Leader at the high school when the campus was rated "Academically Unacceptable." She assured the corrective action plan was fully implemented with her active role. Her role in the endeavor allowed for clearer communication and a minimization of the layers of bureaucracy resulting in the campus moving from "Unacceptable" to "Acceptable" within two years. She recognizes the need for the project manager to have authority over the project and recognizes that her support is vital to its success. Dr. Rodriquez-Casas' involvement will provide a direct link to the Board of Trustees which again will minimize the bureaucratic layers.</p>		

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<b>Program Continuation and Sustainability</b> – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>Mathis ISD will assure that the reform goals, programs, initiatives, and strategies implemented during the funding period, through the TTIPS Grant, will be continued and sustained through local, state, and federal financial support. Mathis ISD has taken major steps to assure that financial integrity and capacity of the School District is maintained at the highest levels so that the General Fund Balance will continue to grow. This has been accomplished through austerity steps designed so that expenditures are targeted to achieve the high federal and state standards in place with equity and efficiency. This systemic philosophy is directly correlated to the fiscal standards required in today's reform movement designed to assure that all students meet high standards and on efficiency in the linking of fiscal allocations to performance expectations and outcomes.</p> <p>Mathis ISD will emphasize its efforts in ensuring continuation and sustainability of the programs established resulting in systemic processes that lead to closing the academic gaps for Mathis High School. The district will accomplish sustainability by ensuring a leader of leaders approach compounded with a focus on developing a trainer of trainers model that provides the district with a continuum of services and/or training that will result in maximizing human resources and minimizing the need for financial resources by investing in human capital that can be accessible internally after the grant funds had been expended. Furthermore, the Texas Transformation Model will result in closing the academic gaps and by ensuring student success, the ISD minimizes the need for intervention and remedial strategies by institutionalizing student success with best practices, capacity building in leadership for principals and teachers resulting in shifting the trend of reactive and/or remedial approaches to accelerated instruction and prescriptive/responsive teaching and learning. The implementation of the Texas Transformation Model will result in school reform that transforms school leaders, teachers, and students with new mindsets and behaviors that promotes student learning with the ISD providing ongoing support and accountability for a positive change.</p> <p>The ISD will empower parents to be fully vested in partnership in the education of their children. Mathis ISD will continue the established partnerships with Texas A&amp;M Kingsville, Texas A&amp;M Corpus Christi, University of Texas Brownsville, Coastal Bend College, Del Mar College, San Patricio Superintendent Collaborative, Build Up Mathis, University of Texas-Arlington, Craft Training Center, San Patricio Work Source, Asia Society, and GEAR UP partners to provide opportunities for continued support and involvement of all stakeholders to ensure continuity of the reform efforts. The LEA will also ensure contingency plans to ensure the continuum of services and the reforms are institutionalized as a foundation. The development of Professional Learning Communities will create a solid foundation for moving forward with its improvement initiatives that will create cultural shifts leading to focus on learning, to engaging collaborative teams in building shared knowledge regarding essential curriculum, to an internal focus on steps that can take to improve the school, to a focus on results, to job-embedded learning, to team-based action research, to learning collectively by working together, and to sustained commitment to student learning success. Therefore, the foundation of a community based school will result in continued support and involvement of all stakeholders to ensure continuity of the reform efforts.</p> <p>Additionally, much of what will be provided from the grant will extend beyond the grant period as the grant allows for capacity building in many areas. This includes the development of processes many of which are data driven. Reports like the 90 day action plan force planning, transparency and data analysis. Online training fostered by the grant is much more financially feasible and once implemented will lead to other online opportunities, structures such as Teacher Leaders will remain in place after the grant. Lessons learned from the grant will be fostered so that they may continue to provide results. This includes lessons learned from trainings, development and refinement of processes and strategies, and the improved morale derived from successful teaching and learning. Focused and targeted financial planning will allow for funding consideration for successful grant activities. It is with this philosophy that Mathis ISD will move forward in assuring future continuation and sustainability of the TTIPS grant's intent.</p>		

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<p><b>External Providers --</b> Describe how the LEA will recruit, screen, and select external providers to ensure their quality.</p> <p>The Program Manager and the Leadership Team will utilize a purposeful, intentional, and, targeted approach linked to the closing academic gaps, in the recruitment, screening, and selection of External Providers. As part of the Texas Transformation Model system, the District will work closely with the Professional Services Provider (PSP) Region XIII and Region II in finding the most qualified External Providers with a proven record of success in working with schools characterized by high Economically Disadvantaged and Minority children, especially Hispanic Limited English Speaking and Special Education subgroups. Additionally, it is highly likely that new sources of qualified providers will be discovered during the grant's research-based approach; however, to ensure quality, the District will take the following factors into consideration in selecting the most qualified External Consultants:</p> <ol style="list-style-type: none"> <li>a. Proposed costs of professional and consultant services rendered by External Consultant directly linked to a particular identified program goal or need or a particular and specialized skill as determined by the Decision Making Team;</li> <li>b. The Leadership Team will, as well, go through a process of determining the costs associated with the identified academic need and guided by the following; <ol style="list-style-type: none"> <li>(1) The nature and scope of the service rendered in relation to the identified need;</li> <li>(2) The necessity of contracting for the service, considering the Mathis ISD and the TTIPS Grant's capability;</li> <li>(3) The historical pattern of such costs and that these not be exceeded;</li> <li>(4) The impact on Mathis ISD's targeted campus needs and the ability of the External Provider to identify and resolve anticipated academic problems;</li> <li>(5) The ability of the external Provider to make determinations as to whether the contracted service is positively impacting the goals of the program and if not whether the capability exists to recommend not to continue the service;</li> <li>(6) The Leadership Team will also scrutinize the qualifications of the External Provider to assure that the individual or firm have the abilities to assist in the transformation of this campus;</li> <li>(7) The Leadership Team will also closely analyze the adequacy of the contractual agreement for the service to include but not limited to a. description of the service; b. estimate of time required; c. rate of compensation; and termination provisions.</li> <li>(8) The Leadership Team will hold the External Provider to the highest professional standards possible and evidence of success in meeting the program goals will be the determining factor of future activity.</li> </ol> </li> </ol>		



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<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Site Visits</b> – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
<p>Mathis High School's Decision Making Team determined that it would be in the best interest of the campus and the district to visit campuses who are successfully implementing the reform strategies outlined in this application.</p> <p><b>PROCESS FOR SELECTING THE LOCATIONS:</b> The District and Campus are presently reviewing the process that will be followed in determining which sites having similar characteristics would be appropriate to visit in accordance with the goals stated in the grant. Mathis High School has a student population characterized by factors such as high proportions of economically disadvantaged Hispanic students that historically have struggled in the areas of mathematics and science. Therefore successful, equitable schools will be sought for site visits with similar characteristics. The selection process will as well include campuses where failure is not an option and a sense of urgency is prevalent and targeted to the closing of identified achievement gaps. Successful campuses will be selected using the following criteria:</p> <ol style="list-style-type: none"> <li>1. What does the data say about this campus that led to this success? In this single criterion, we will attempt to determine if similarities in the school's student groups compare to Mathis High School.</li> <li>2. Is the campus goal oriented and are the goals leading to the expected results?</li> <li>3. Is there involvement of stakeholders and what is the level of involvement that has led to this success?</li> <li>4. Who is being held accountable for the performance of students?</li> <li>5. What is the proximity of the campus and will these visits impact the much needed time that these teachers must spend with their students?</li> <li>6. Are the student high expectations held for all groups with accountability embedded?</li> <li>7. Are teachers empowered to make campus academic decisions?</li> <li>8. Is there a positive attitude for all student groups regardless of ethnicity, linguistic, and economically disadvantaged variables?</li> <li>9. Is there an clear understanding of the curriculum and "what" must be taught and "how"</li> <li>10. What is the campus' organization and are systems for monitoring and evaluating success in place.</li> <li>11. What type of data-driven interventions is in place?</li> <li>12. How does planning for success empower all stakeholders?</li> </ol> <p><b>EXPECTED OUTCOMES OF SITE VISIT</b>          As a result of these site visits, campus teachers and administrators will gather the required skills and strategies to fulfill the ISD's responsibility to the TTIPS Grant and to students so that the academic gaps can be eliminated.</p>		



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<b>Part 2: Project Management Cont.</b>		
<b>Section A: LEA (District) Capacity</b> Responses are limited to <i>one page each</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Lack of Capacity</b> -- If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.		
<p><b>Not applicable</b></p>		

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

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<b>Part 3: Intervention Model</b>		
<b>Section B: Model Selection Process</b> –Describe in detail: <ol style="list-style-type: none"> <li>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.</li> <li>2. The timeline delineating the steps the campus will take to implement the selected intervention.</li> </ol>		
Responses are limited to <b>five pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>The intervention model selected by Mathis Independent School District's Texas Title I Priority Schools (TTIPS) Decision-Making Team is the TRANSFORMATION MODEL. A Decision-Making Team (DMT) was selected to be the driving force creating and facilitating decisions related to the model selection. In order to get a solid cross-section of the community, the Decision Making Team assured input from district administrators, campus administrators, teachers, school board members, and community members.</p> <p>The DMT was charged with reviewing grant requirements, determining whether individual campuses should apply, analyzing data, identifying and selecting the appropriate intervention model, deciding whether action should be immediate or extended and reviewing the literature for best practices. Mathis ISD recognized in their needs assessment that the District has three Tier III campuses but no Tier I campus(s). The review of grant requirements led to discussion defining what would constitute individual campus success and how the TTIPS grant was related to the campus' vision and goals. Discussion focused on the need for "bold action" and the need to make student-centered decisions including difficult ones such as replacing principals and/or staff. To determine which model to implement the Team reviewed the suggested "Narrowing Questions" and the "Questions for Consideration". This comprehensive needs assessment required the team to carefully review data in order to determine the best model for each eligible campus. The DMT analyzed available data of the ISD campuses (Weber-Hardin Elementary, Mathis Intermediate, and <b>Mathis High School</b>) in the Tier III category. Among the data reviewed was the TAKS Student Reports, Benchmark Reports, AEIS Reports, Grades, Average Yearly Progress (AYP) Reports, Attendance Reports, PEIMS Reports, and Campus Improvement Plans.</p> <p>Data and research indicated the following weaknesses.</p> <p><b>Academic Gaps for All Students &amp; Subgroups:</b> Mathis ISD serves a predominantly Hispanic population. In 2008-09, Hispanics accounted for 91% (1628) of the total student population (1,784). According to the Texas Higher Education Coordinating Board, the need for their success is vital to the state's future as they currently lag behind all other ethnic groups in college seeking and attainment goals. Data disaggregation concluded that TAKS monitored student subgroups need to be analyzed at all levels. Disaggregation revealed that 85% of the entire population were classified as economically disadvantaged, 58% at-risk, and 3% had limited English proficiency. These numbers are reflective of the students served by the Mathis High School where students', especially Hispanic students', academic struggles are evident. The struggles are illustrated by a high percentage of students not meeting TAKS scores. See Page 18 for more data. Part of this lack of success may be attributed to the impact English as a Second Language has on Hispanic children especially on those with poor socioeconomic backgrounds (80%). Many of our students are second generation English Language Learners and come to school with vocabulary deficiencies are more prevalent in foundation areas such as mathematics and science.</p> <p>The Decision-Making Team found that there has been an uneducated perception of the capabilities of these subgroup student populations resulting in lowered expectations and steps to rectify this perception need to be continuous. In the past two years there has been positive growth regarding this factor; however, the need is still in existence. The Decision Making Team determined that this has led to a history of under-performance at this campus. Recently, a site visit conducted by TEA on Special Education disclosed that students earlier identified with learning disabilities by majority were identified with Mental Retardation when in fact there was no evidence of mastery of learning.</p>		

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

**Part 3: Intervention Model**

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

The Decision-Making Team also analyzed data regarding the capacity of the mathematics and science departments at the school. Evidence of teacher capabilities to plan instructional rigor based on the identified needs is lacking and professional development will be required to acquire the skills necessary to turn the school around.

The High School campus has gone through reform measures that the Decision-Making Team agreed needed to be increased. The campus continues to meet only the acceptable state accountability rating, a fact that will not serve Mathis ISD's students well as they prepare for college and/or career plans after high school.

Turnover in the campus principal position affects campus stability. The school has seen four principals come and go in four years. Currently, the campus is supervised by an area administrator who is acting as principal while the district searches for a candidate who can lead the school to its next level.

Other issues uncovered included the lack of data use in decision making, the lack of knowledge about the uses of data, the need for training, the need for behavior management training, and the need for community support in promoting an education culture.

The data demonstrates a need for behavioral intervention based on numerous referrals dealing with chronic disruptive behavior in the classroom, bullying, "sexting" and truancy for a variety of reasons including teen parenthood and other family challenges. The number of discipline referrals also indicate a lack of good classroom management on the part of teachers and low levels of student engagement in the learning.

The ISD also adopted the CSCOPE curriculum district-wide thus making great strides towards curriculum alignment. However, classroom observations have indicated that teachers are not implementing the curriculum with the fidelity resulting in deficiencies on student mastery of learning

Data and research indicated the following strengths.

Both the high school's ability to recover from an "Academically Unacceptable" rating at the high school to "Academically Acceptable" within two years was transformational and the implementation of the Mathis High School for International Studies utilizing the school-within-a-school concept was a great source of pride for the district as it required "transformational" changes in operations, indicate the capacity for change.

The use of a campus by campus incentive-based pay for overall academic success on the TAKS was well-received.

Administration is very committed to the goals of the grant including the Superintendent, Board of Trustees, Federal Programs Director, Special Education Director, Area Instructional Administrator, School Improvement Administrator, and Business Manager.

Upon completion of the orientation process, which included reviewing the grant requirements and benefits, the four models, the Critical Success factors (Academic Performance, Use of Quality Data to Drive Instruction, Leadership Effectiveness, Learning Time, Parent/Community Involvement, School Climate, and Teacher Quality), and ISD and campus data and research, the DMT met to decide whether the ISD should pursue funding. All felt the grant would benefit the school. The DMT felt the district had the capacity to support its implementation, to provide needed resources and to provide effective oversight. The ISD and campus success at implementing aggressive reform measures combined with data analysis convinced the DMT that of the four models, **the Texas Transformation Model** should be used because of its well-planned activities and support features.

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<b>Section B: Model Selection Process Cont.</b> Responses are limited to <b>five pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>The DMT appreciated the model's prescriptive measures and welcomed the opportunities for site visits, the External Providers system (PSP), technical and documentation assistance, templates and forms, online and conference training opportunities, and on-task reporting requirements. They favored the <b>immediate</b> implementation model as they had just gone through the process to determine the model and they felt the campus had been involved in various aggressive reform measures successfully.</p> <p>The Texas Transformation Immediate Model is a three-year program designed to increase the effectiveness of teacher and campus leaders, improve instruction through targeted professional development, create community-oriented schools and provide operational flexibility to schools to increase student achievement. Participating campuses and districts will engage in a research-based approach to transform low performing schools into higher achieving community-based schools. The Texas Transformation Project provides the support, resources and training to enhance a campus' ability to meet all student needs and achieve at higher levels. It has a prescribed timeline which will be followed by the ISD and the campus.</p> <p><b>Pre-Work</b></p> <ul style="list-style-type: none"> <li>-Comprehensive Needs Assessment of district and campus</li> <li>-Replace principal (if applicable)</li> <li>-Replace or retain key staff</li> <li>-Identify community partners</li> <li>-Establish LEA designated personnel to foster Transformation Project</li> <li>-Identify teacher leaders</li> <li>-Develop job-embedded professional development plan for Year 1</li> <li>-Attend Summer Seminar 7/12-7/15</li> <li>-Complete first 90-day action</li> </ul> <p><b>Fall I</b></p> <ul style="list-style-type: none"> <li>-District Snapshot</li> <li>-Implement school-wide Positive Behavior Support (PBS) interventions</li> <li>-Implement broad and targeted supplemental education services</li> <li>-Begin providing enhanced social service support</li> <li>-Teacher Leaders begin collecting observation data to guide professional development and student interventions</li> <li>-Develop plan to recruit and retain quality staff</li> <li>-Review progress toward goals in 90-day action plan</li> </ul> <p><b>Spring I</b></p> <ul style="list-style-type: none"> <li>-Review behavioral data and PEIMS to analyze PBS implementation</li> <li>-Begin online courses</li> <li>-Implement targeted professional development based on classroom observation data and student data</li> <li>-Write next 90-day action plan</li> </ul> <p><b>Summer I</b></p> <ul style="list-style-type: none"> <li>-Attend summer Seminar</li> <li>-Review and revise professional development plans</li> <li>-Review and revise needs assessment</li> <li>-Analyze progress toward goals in previous 90-day action plans</li> <li>-Develop plan for classroom interventions for PBS</li> <li>-Write new 90-day action plan</li> <li>-Attend NSDC Summer Conference</li> </ul>		

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

**Fall II**

- Implement revised and updated professional development plan
- Implement classroom level PBS interventions
- Implement broad and targeted supplemental education services
- Begin action reasearch projects
- Continue online courses
- Write new 90-day action plan

**Spring II**

- Continue online learning
- Teacher Leaders collect data for Action Research projects
- Review behavior data to evaluate effectiveness of PBS interventions
- Write new 90-day action plan

**Summer II**

- Teacher leaders present initial findings on action research topics
- Conduct intense data review and process evaluation (What's working? What still needs focus?)
- Attend Summer Seminar

**Fall III**

- Re-administer Campus Snapshot

**Spring III**

- Finalize action research projects
- Collect data for PBS evaluation

**Summer III**

- Present action research
- Conduct intense data review and process evaluation (What worked? What still needs focus?)
- Create sustainability plan (continue practice of 90-day action plans)
- Develop plan to continue use of teacher leaders as an instructional resource

Once the model was selected, the DMT members affiliated with the ISD directly began to facilitate the development of the application. As such, the group has become the Leadership Team and will be the foundation for this group if the grant is funded. In intense discussions, the group recognized the efforts that had gone into the school improvement process at the Mathis High School. They recognized that change many times is difficult but must be affirmative and lead to positive results based on accountability of all stakeholders. The Leadership Team recognized that affirmative change requires focused planning and intervention measures that many times impact personnel and academic programs. They understood that it may be necessary to take bold steps such as they had taken when implementing C-Scope. This would include intensifying the monitoring of instruction, implementing valid benchmark testing, disaggregating data, addressing the negative impact uneducated student expectations have on subgroups, recognizing that relevant content area vocabulary may conflict with a student's linguistic background, creating staff evaluations with strong accountability factors, and replacing Principals and Assistant Principals.

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<b>Section B: Model Selection Process Cont.</b> Responses are limited to <b>five pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>A discussion of required activities resulted in an additional review of implementation timelines and of best practices for use in suggested activities. Many of these are included in the sections on pages 38- 44 Critical Success Factors and on the section for performance objectives pages 52-55. The ISD will also follow the timeline for report submissions prescribed by the funders. The following was also discussed.</p> <p>The Team identified the need to utilize funds from this grant for the academic staff with ongoing, high quality, job embedded professional development in specific pedagogical subjects, and especially those related to strategies to better meet the needs of Hispanic and Economically Disadvantaged student groups. This is an area that the Decision-Making Team concluded has great need. This professional development would include understanding the student expectations fully and demonstrating to their peers the ability to teach these concepts. Professional development in implementation of content mastery strategies, differentiated instruction procedures, horizontal aligning of the instruction, common planning period strategies, and understanding the served community would be elements of the professional development in place, as well as instructional coaching training for principals and Leader Teachers.</p> <p>TAKS scores for May 2010 reflect that the reform strategies discussed in this application will lead to this campus meeting the Adequate Yearly Progress (AYP) and Academic Excellence Indicator System (AEIS) accreditation systems in place. The campus principal will initiate steps to design a rigorous, transparent, and equitable evaluation system for both teachers and Principals created with input from stakeholders. This evaluation design will allow identification of campus administrators, and teacher leaders that based on student achievement, will be identified and rewarded.</p> <p>It was also determined by the Decision Making Team that opportunities would be given to teachers to improve performance. However, if after ample opportunities, the teacher still is not doing their part in transforming the success of students, replacement will be recommended.</p> <p>This Leadership Team will be responsible for supporting the TTIPS grant objectives and will function as a separate level accountability vehicle for the District. The process that the ISD and the campus followed to select this model was one of great care and one that followed suggested processes.</p>		

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<b>Part 3: Intervention Model</b>			
<b>Section C: Groups of Participants</b> – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.			
<b>1</b>	Principal		
<b>2</b>	Assistant Principals		
<b>3</b>	Teachers		
<b>4</b>	District Administrative Staff		
<b>5</b>	Counselors		
<b>6</b>	Parents		
<b>7</b>	Students		
<b>8</b>	District Educational Improvement (DEIC) Committee		
<b>9</b>	Community Members and Groups		
<b>10</b>	Site Based Decision Making (SBDM) Committee		



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

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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Data Driven Instruction	<p>Each mathematics, science, and ELA/Reading classroom teacher and mathematics, science and ELA/Reading academic department will implement the following activities in their classrooms:</p> <p>Use frequent formative assessment</p> <ol style="list-style-type: none"> <li>1) Every two weeks</li> <li>2) Provide timely, corrective feedback to students</li> <li>3) Provide timely in class intervention for struggling students</li> <li>4) Ensure that an effective and responsive RTI plan is in place and is used to provide high levels of student support</li> </ol> <p>Create and use data walls</p> <ol style="list-style-type: none"> <li>1) By classroom</li> <li>2) By department</li> </ol> <p>Track student progress with bar graphs</p> <ol style="list-style-type: none"> <li>1) Student self-tracking</li> <li>2) Whole class tracking</li> <li>3) Department tracking</li> <li>4) Grade level tracking</li> <li>5) School-wide tracking</li> </ol> <p>Provide timely intervention to struggling students.</p> <ol style="list-style-type: none"> <li>1) Within the</li> </ol>	<p>In order to increase student academic performance in the areas of mathematics, science and ELA/reading, the aforementioned departments, grade level teams and classroom teachers must use data to identify and implement an instructional program that is research-based and aligned with State academic standards and promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	<p>Westerberg, Tim (2009). Becoming a Great High School; 6 Strategies and 1 Attitude That Make a Difference., The book explains how teams can utilize formative assessment to drive instruction and target intervention for struggling students utilizing teamwork and collaboration.</p>	10/1/10	6/30/13

	<p>classroom</p> <p>2) Pull out – small group instruction</p> <p>3) Pull Out – targeted, prescriptive group instruction</p> <p>4) Pull-out – targeted, prescriptive, individualized instruction</p> <p>5) Provide broad and targeted Supplemental Education Services</p> <p>6) Provide differentiated instruction for all levels of students through implementation of ICORE curriculum</p>				
Curriculum Alignment	<p>The mathematics, science and ELA/reading departments will meet, in their departments, weekly to plan and implement the following activities: The development of clear instructional goals based on performance outcomes that are based on state standards. The development of a common vision of effective instruction through:</p> <ol style="list-style-type: none"> <li>1) the development of a common language of instruction</li> <li>2) weekly collaboration focusing on issues of instructional importance.</li> </ol> <p>The mathematics, science and ELA/reading teachers will meet with each other, by grade level, once per month to ensure:</p> <ol style="list-style-type: none"> <li>1) the development and implementation of a common language of instruction</li> <li>2) collaboration focusing on research-based instructional practices</li> </ol>	<p>In order to ensure high quality, effective instruction, the mathematics, science and ELA/reading departments and classroom teachers will 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 to State academic standards.</p>	<p>Westerberg, Tim (2009). <i>Becoming a Great High School; 6 Strategies and 1 Attitude That Make a Difference</i>. The book explains how teams can utilize formative assessment to drive instruction and target intervention for struggling students utilizing teamwork and collaboration.</p> <p>Marzano, R.J., Pickering, D.J., &amp; Pollock, J.E. (2001). <i>Classroom Instruction That Works</i>. This book outlines nine research-based classroom instructional practices that result in increased student achievement when used strategically by skilled teachers.</p>	10/1/10	6/30/13
On-going Monitoring of Instruction	<p>School level administrators will review and monitor teacher lesson plans weekly.</p>	<p>In order to provide appropriate instructional support to teachers, on-going</p>	<p>Schmoker, M. (1999). <i>Results: The Key to Continuous School Improvement</i>.</p>	10/1/10	6/30/13

	<p>Math, science and ELA/reading department heads will review and monitor lesson plans weekly and will provide lesson planning support to teachers.</p> <p>School level administrators and appropriate department heads will monitor instruction via structured walk throughs and observations.</p> <p>Instructional support staff and district level curriculum/instructional staff will monitor instruction via structured walk throughs and observations and provide on-going written feedback to appropriate department heads and school level administrators.</p> <p>Using instructional coaching practices, school level administrators and appropriate department heads will meet with appropriate teachers to:</p> <ol style="list-style-type: none"> <li>1) debrief feedback provided by walk throughs and observations.</li> <li>2) Develop action plans to improve student-centered instruction</li> </ol>	<p>monitoring of instruction must occur to obtain relevant data. Relevant data is outlined by five major elements of data driven instruction:</p> <ol style="list-style-type: none"> <li>1) Good baseline data</li> <li>2) Measurable instructional goals</li> <li>3) Frequent formative assessment</li> <li>4) Professional Learning Communities</li> <li>5) Focused instructional interventions.</li> </ol>	<p>This book states that educators who constantly analyze what they are doing in the classroom and adjust for improvement, the result will be improved student learning. In addition, this book advocates professional learning communities as a vehicle for ongoing, collaborative identification, reflection and implementation of effective, strategic instructional practices.</p>		
Technology tools to improve student engagement and learning	<p>Each teacher will have a classroom set of Netbooks to provide increased engagement and embedded 21<sup>st</sup> Century learning skills.</p>	<p>Technology engages students in the learning, allows students to collaborate with peers &amp; access virtual science labs. Facilitates interactive activities that foster critical thinking skills to promote student achievement in all content areas, allowing for differentiated instruction, providing different avenues to acquire, process explain understanding of content.</p>	<p><i>National Center for Technology Innovation &amp; the Center for Implementing Technology in Education</i></p>	10/1/10	6/30/13

Early College/Dual Credit Opportunities	Students will have the opportunity to take a variety of dual credit/early college classes	Increasingly, the workplace requires that students possess not only a high level of proficiency with skills such as working collaboratively, thinking critically, and solving complex problems, but that they have post secondary training at some level. Mathis students, who are frequently the first in their families who will attend college, need the opportunity and support that early college experiences can give them, including the possibility for earning an Associates Degree that is tied to a certification that may allow them the means to attend college.		10/1/10	6/30/13
College Readiness	<p>1) Increase student success on college entrance measures including the PSAT, SAT, ACT and THEA increasing student opportunities for scholarships and choice for college entrance</p> <p>2) Increase student success on AP exams increasing student success in earning college credits</p> <p>3) Provide all students with rigorous academic course content and academic strategies through courses taught at the Pre AP and AP levels , including the new Springboard Curriculum in Math and English</p>	College Board has long been acknowledged as a provider of rigorous and challenging opportunities for students who take and master the AP exams, the PSAT and SAT. Through a series of Pre AP and AP level courses, and PSAT/SAT prep courses using online and classroom resources, students will gain additional opportunities for scholarship acquisition and college entrance	<i>Research demonstrates that students who are successful in AP level classes in high school tend to enter and experience higher degrees of success and college completion</i>	10/1/10	6/30/13

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**Texas Title I Priority Schools Grant**

**Schedule #4B—Program Description**

**Part 3: Intervention Model**

**Section D: Improvement Activities and Timeline (cont.)**

**Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction**

<b>CSF Milestone</b>	<b>Additional Improvement Activity</b>	<b>Rationale</b>	<b>Supporting Research</b>	<b>Timeline Begin Date</b>	<b>Timeline End Date</b>
Data Disaggregation/Training	District, Campus and Classroom training will include topics appropriately designed for each level. At the District Level, the training will be more aligned to training administrators to evaluate the effectiveness of the alignment between the curriculum, materials and resources, assessment, classroom instruction and supplemental instruction and determine whether system wide interventions are needed and if in place, determine if they are working. At the campus level, the training will be in areas related to effectively using benchmarks and common assessments; decision-making related to testing data, including usage of the Student Expectations reports, mastery and retention of taught objectives and need for campus intervention for targeted students. For the classroom teachers the training will include knowledge of District and campus roles in data driven decision-making, and training to determine the need for additional instruction,	In order to bring genuine change and essential improvement in student performance, Districts, campuses and classroom teachers need to be fully trained in the use of assessments to guide instruction and evaluate the effectiveness of programs. This will be accomplished by contracting trained experts as well as utilization of Region II ESC services related to data disaggregation. The rationale will include a short term plan emphasizing immediate student intervention, and a long plan related to closing the learning gaps identified.	Bernhardt, Victoria (2004). Data Analysis For Continuous Improvement, 2 <sup>nd</sup> ed., The book explains what data should be analyzed and how it can be turned into meaningful diagnostic information. Through this process the school will discover the core causes and modify existing processes to align with the causal factors.	10/1/10	6/30/13

	use of different strategies, training on effective of guided practice vs. independent practice, identify learning gaps and recommend resolutions, and how to determine intervention needs.				
Data Driven Decisions	Campus personnel will be trained in data driven areas which will include utilization of data to examine the impact of curriculum, extended day services, usage of existing curriculum materials, collaboration in place, needed professional development, and continuous monitoring of the instruction and curriculum that will lead to appropriate decision-making.	Rationale for data driven decisions related to quality data driving instruction lie on the need for teachers, campus administrators and district personnel, being fully aware that in order to bring the desired change, school district personnel must readily understand that data is a tool that will ultimately lead to student success and will as well begin closing gaps in the education environment.	Parker, Kathryn Boudett, Elizabeth City, and Richard Murname (2005). In this research the authors conclude through a step-by step guide to using assessment results to improve teaching and learning.	10/1/10	6/30/13
On-Going Communications	Training on developing on-going communications as this relates to data driven instruction decision-making. Implications for this will include District, campus and classroom stakeholders. These communications must be curriculum and instruction driven and based on alignment to the TEKS and TAKS strengths and weaknesses. The on-going communications must be constant and must lead to timely discussions and analysis of data related to effective teaching and use of curriculum materials.	On-going communication in the arena of data driven instruction centers on quality and timeliness of data information flow and impacts the entire educational system. Because effective educational systems continuously interact and its parts are interrelated and interdependent the impact on communication becomes an important function of success. Within this process, selecting and implementing strategies targeted at closing the academic gaps, for identified student groups is maximized. Implementing these communication channels to convey data driven information will foster a climate of learning and promote student achievement.	Platt, Alexander J., Carolyn J. Tripp, Wayne R. Ogden and Robert Fraser (2000). Strategies to improve the Communication Skills of administrators, supervisors and evaluators that will lead to improving mediocre teachers teaching skills rather than removing the teacher.  Downey, Carolyn J., Betty E. Steffy, Fenwick English, Larry e. Frase, and Dr. William K. Poston, (2004). Obtaining of teaching data on frequent interval visits and effectively communicating findings with staff becomes the basis of this research.  Bulach, Clete, Pickett, Winston, Boothe, Diane, Communications is Paramount.  Irmsher, Karen, Communication Skills	10/1/10	6/30/13

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<b>Schedule #4B—Program Description</b>					
<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 3: Increase Leadership Effectiveness</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
On-going Job Embedded Professional Development	Provide campus leaders including Teacher Leaders with evaluation training including Asia Society/ISSN GPS Implementation training, PLC training and updates, Instructional Coaching, effective use of RTI, and Model Classroom walkthrough training.	Campus leaders need to develop capacity to be effective instructional leaders who monitor classrooms for continuous improvement in teaching and learning practices.	School leaders must also be evaluated. Their evaluations should be based on clear standards and objective criteria that are a matter of description and not conjecture. They should be honest, helping leaders to identify strengths as well as weaknesses <i>(National Comprehensive Center for Teacher Quality 2009)</i>	10/1/10	6/30/13
Operational Flexibility	Give principals flexibility in the areas of staffing, budget and scheduling. Consider scheduling changes that could facilitate improved student learning.	Give principals the flexibility to act based on what works for the school's student population to improve student learning.	Barber, M (2008) Transforming American Schools: Can Delaware lead the Way? Wilmington, DE: Vision2015	10/1/10	6/30/13
Resource/Data Utilization	Provide teachers with the opportunities to use time differently such as for monitoring student progress, data analysis, joint planning.	Teachers must develop capacity to use data and research based practices to improve instruction and develop curriculum to meet student needs.		10/1/10	6/30/13
Data Analyst	Employ a district data analyst who will provide data analysis, internal staff development for more effective data use for instructional improvement, and who will help to complete grant reporting	Instructional improvement and effective grant implementation rests on accurate and effective data analysis		10/1/10	6/30/13



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<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 4: Improve Learning Time</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Flexible Scheduling	<p>Each mathematics, science, and ELA/Reading classroom teacher and mathematics, science, and ELA/Reading academic department will implement the following :</p> <ol style="list-style-type: none"> <li>1) More instructional time</li> <li>2) Smaller class sizes</li> <li>3) One-to-one tutoring or individualized instruction</li> <li>4) Enrichment classes during the school year and during summer school</li> </ol> <p>Implement effective, collaborative academic, grade level team and department planning time.</p>	<p>In order to increase student academic performance in the areas of mathematics, science, and ELA/reading, the aforementioned grade level teams, departments and classroom teachers must effectively plan and implement lessons that are targeted to meet student/class needs determined by data driven decisions to more effectively diminish the gaps in academic performance.</p>	<p>Rowan, Brian (2009). Time for Learning Education Policy White Paper., This paper explains how effectively designing programs, smaller class sizes, more one-to-one tutoring, or individualized instruction were more effective in closing academic gaps in student performance.</p>	10/1/10	6/30/13
Instructionally-focused Calendar	<p>The mathematics, science and ELA/reading department teacher and school level administrators will meet collaboratively to analyze criterion-referenced, formative, and summative assessment data at least once per month. Based on this data, the team will:</p> <ol style="list-style-type: none"> <li>1) Develop a school wide timeline that encompasses all data to date and incorporates TAKS testing dates</li> <li>2) Develop and implement an instructional calendar outlining all weekly targets</li> </ol>	<p>In order to meet the needs of individual students and to promote the continuous use of student data (such as from formative, interim and summative assessments), the data provided by the implementation of the instructionally-focused calendar will drive the collaborative teams to determine whether or not a student is in need of additional review or enrichment. In addition, the instructionally focused calendar provides each teacher with a means to frequently monitor student progress overall.</p>	<p>Sammons, Pam; and others. (1995). Key Characteristics of Effective Schools: A Review of School Effectiveness Research.</p> <p>This document provides an analysis of the characteristics and processes common amongst effective schools. Specifically, the body of correlated information that is referred to as Effective Schools Research.</p>	10/1/10	6/30/13

	<p>for instruction and formative and summative assessment dates</p> <p>3) Communicate on an ongoing basis, to all stakeholders, the weekly targets for instruction</p> <p>The mathematics, science and ELA/reading departments will develop and implement instructional focus calendars for each course offered through the respective departments.</p>	The instructionally focused calendar promotes a climate of high expectations throughout the campus.			
Staff Collaborative Planning	<p>Campus personnel will be trained on how to effectively plan and implement together utilizing Professional Learning Communities practices.</p> <p>Mathematics, science and ELA/reading teachers will meet after each brief formative assessment has been administered (at least once every two weeks) and the following collaborative planning activities will occur:</p> <ol style="list-style-type: none"> <li>1) Analyze data</li> <li>2) Identify problems and/or errors</li> <li>3) Identify and share strategies that are/are not working.</li> <li>4) Develop an action plan to improve upon classroom practices based on data.</li> </ol>	To increase student academic performance in the areas of math, science, and reading, teachers must have the time and districts must have the resources to plan and develop effective lessons through teacher collaborative planning that are student centered across content areas.	Maher, Jeff (2010). Journal of Staff Development, From Solo to Ensemble: Fine Arts Teachers Find a Harmonious Solution to Their Isolation., The journal explains the expectation of every teacher, regardless of position or content area, had the opportunity to engage in high quality, job embedded learning and focused on the purpose of student centered learning through teachers working together, planning together, and learning together in their learning communities.	10/1/10	6/30/13

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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 5: Increase Parent/Community Involvement</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Increased Opportunities for Input	Establish structures that allow parents and community to be involved in decision making relative to school policy like Campus and District Decision Making Committees.	The rationale for involvement of parents and community involvement in school governance allows parents and community members to participate in educational decision making that is closely linked to democratic ideals of citizen participating in the affairs of government. Typically, vehicles for involvement in school governance involve the creation of formal teams such as site-based management teams.	<p>Tangri, S., &amp; Moles, O. (1987) Parents and the Community. In V. Richardson-Koehler (Ed), <i>Educator's Handbook: A Research Perspective</i> (2<sup>nd</sup> ed., pp.519-550). New York: Longman</p> <p>Comer, J.P., (1998) Home-school relationships as they affect the academic success of children. <i>Education and Urban Society</i>, 16(3), 323-337.</p>	10/1/10	6/30/13
Effective Communication	Develop open lines of communication both to and from parents and community through newsletters, campus or district newspaper, flyers, phone calls, home visits, parent-teacher conferences and the effective use of emails via the internet for effective two-way communication.	Parents and guardians who communicate effectively have frequent and systematic discussion with children regarding school, encourage their children regarding school, and provide resources to help them with their schools.	Marzano, R.J. <i>School Leadership that Works: from research to results</i> Alexandria, VA: Association for Supervision and Curriculum Development.	10/1/10	6/30/13
Accessible Community Services	<p>Inform students and families on community health, cultural, recreational, social support, and other programs or services.</p> <p>Plan service integration of school in partnership with businesses, civic, counseling, cultural, health, recreation, and other agencies and organizations.</p>	Assure equity of opportunities for students and families to participate in community programs or to obtain services in order to integrate child and family services with education.	Project Appleseed, the national campaign for public school improvement	10/1/10	6/30/13

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<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 6: Improve School Climate</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Increased Attendance	<p>Utilize Alert Now system to notify parents of student's absence or tardiness on the same day of the attendance occurrence.</p> <p>The attendance office will generate and mail an attendance warning letter on the day of the third absence.</p> <p>Students who have shown a pattern of truancy and tardiness will be assigned a mentor teacher who will serve as an advocate, mentor, and service coordinator for that student. The primary responsibility of the mentor will be to preserve and enhance the student's attachment to school.</p> <p>All high school students will be required to participate in service-learning prior to graduation.</p> <p>Students who have shown a pattern of truancy and tardiness will be referred to Connections Individual and Family Services.</p>	<p>In order to increase attendance and reduce truancy, research shows that the following interventions have been shown to have had an impact at all school levels:</p> <ol style="list-style-type: none"> <li>1) Family Engagement</li> <li>2) School-community collaboration</li> <li>3) Safe-learning environments</li> <li>4) Mentoring/tutoring</li> <li>5) Service learning</li> </ol>	<p>Smink, Jay, Reimer, Mary (2005). Fifteen Effective Strategies for Improving Student Attendance and Truancy Prevention.</p> <p>This pamphlet, published by the National Dropout Prevention Center, outlines research based strategies used for improving student attendance in schools.</p>	10/1/10	6/30/13
Decrease Discipline Referrals	<p>Students who have demonstrated a need for early disciplinary intervention will be referred to Connections Individual and Family Services.</p> <p>All high school teachers will utilize Positive Behavioral Interventions and Supports</p>	<p>In order to ensure an improved school climate and to reduce discipline referrals, the high school will implement a system of positive behavioral supports.</p>	<p>National Association of School Psychologists (2002). Fair and Effective Discipline for All Students: Best Practice Strategies for Educators.</p>	10/1/10	6/30/13

	<p>(PBIS) during advisory classes.</p> <p>All teaching professionals will attend professional development for classroom management strategies.</p> <p>All teachers will be trained in effective use of RTI.</p> <p>The high school will adopt a student code of conduct which explicitly outlines specific infractions and the resulting consequences</p>				
Increase Involvement in Extra/Co-Curricular Activities	<p>Mentor teachers and mentees will implement a youth governance model to:</p> <ol style="list-style-type: none"> <li>1) Develop and implement extracurricular activities that appeal to student interests</li> <li>2) Promote a collaborative environment that builds student-adult relationships</li> <li>3) Encourage peer interaction</li> <li>4) Provide structure and challenge</li> <li>5) Connect students to school</li> </ol>	<p>Students who are involved in extracurricular activities demonstrate higher academic achievement than those not involved in activities. Student involvement in youth governance can result in positive outcomes for students, adults and the community.</p>	<p>Holloway, John, H., (2002). Extracurricular Activities and Student Motivation. Educational Leadership. V60, No. 1</p> <p>Bowie, Lillian, Bronte-Tinkew, Jacinta. (2008). Youth Governance: How and Why It Can Help Out-of-School Time Programs Involve At-Risk Youth. Child Trends. Pub. # 2008-24.</p>	10/1/10	6/30/13

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<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 7: Increase Teacher Quality</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Locally Developed Appraisal Instruments	Campus Principals and Teachers will create a staff evaluation instrument that is 1. Rigorous 2. Transparent 3. Equitable, and 4. Tied to Student Success	Accountability is needed but the instrument must be fair, transparent and understood. If staff create the instrument there is sense of ownership.	Evaluation instruments "should be reciprocal and empowering, providing school leaders with a chance to give feedback to the district and to shape the decisions that will improve their effectiveness" (Reeves, 2009). Evaluations are too lenient, fail to adequately differentiate between teachers at different levels (Weisberg, Sexton, Mulhern, & Keeling, 2009).	11/15/10	5/31/11 for completion
	Staff will be evaluated using new evaluation instrument.	A pilot of the new instrument will be tested to validate its effectiveness.	According to the <i>National Comprehensive Center for Teacher Quality</i> For both teachers and school leaders, the evaluation system must be monitored for its perceived usefulness and to guide revisions to the evaluation process.	9/1/11	5/31/13
On-going Job Embedded Professional Development	Provide teachers with a coaching model system such as the Model Classroom Project.  Provide principals with training in effective use of instructional coaching.	Teachers should have an opportunity to develop capacity for self and collegial teaching, evaluation and improvement of classroom practice.  Principals become better and more effective instructional leaders using a coaching model for instructional improvement.	According to e-lead (2010), recently gathered research shows that traditional methods of professional development, such as attending workshops, are not very effective. On-the-job learning works because staff is learning while they are in their jobs, integrating their new knowledge is not difficult.	10/1/10	6/30/13
Recruitment/Retention Strategies	The ISD will develop a lucrative incentive based program that will attract quality	Students will benefit from concentrated teaching practice improvement efforts and teachers	A consistent finding is that performance-based incentives lead to teacher retention (Springer et al.,	10/31/10	6/30/13

	teachers.	deserve merit pay for illustrating success.	2009). "A recent study finds that Generation Y teachers (e.g., those born between 1977-1995) are more open to differential pay than are their more veteran counterparts, and that between half and two-thirds of teachers from all age groups support pay incentives for teachers who achieve National Board Certification, take on difficult assignments, put in more effort, or consistently receive high ratings from their principals."		
	The ISD will allow campus staff including teachers to be involved in the creation of a flexible schedule centered on student needs.	There is a need for more time on task but adding extra time to teachers' schedules can be counterproductive. Allowing opportunities for staff to create a campus schedule that meets students' needs and is attract to staff is mutually beneficial.	Barber, M (2008) Transforming American Schools: Can Delaware lead the Way? Wilmington, DE: Vision2015	10/10	6/30/13
	Teachers will have opportunities to serve as Teacher Leaders with hybrid duties as a teacher and as facilitator/mentor to other teachers.	Research demonstrates that teachers who have the opportunities to work collaboratively with others tend to express greater satisfaction in their work and tend to stay where there is opportunity for collaborative work and collegial support.	Unique skills of staff should be maximized through collaborative teamwork that allows teachers to learn from each other's competencies (Silva, 2009).		

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<b>Part 3: Intervention Model</b>					
<b>Section D: Other Improvement Activities and Timeline (cont.)</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date

Add additional pages as needed.



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

**Part 4: Waiver Requests**

- ✓ Extending the period of availability of school improvement funds.  
*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.*

**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.

"Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

*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.*

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.

*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.*

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<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule #4C—Performance Assessment and Evaluation</b>		
<b>Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)</b>		
<b>Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement</b>		
<p>Mathis ISD understands and embraces the need for the ongoing monitoring needed to assure continuous improvement. This will involve systematic, internal/external evaluation strategies that include all participants and partners in the qualitative/quantitative assessment of scientific research-based instructional initiatives effective performance measures. The Mathis ISD agrees to solicit feedback, monitor progress, and provide written activity/progress reports examining the effectiveness of project strategies in the format requested by TEA. The ISD will meet required reporting deadlines as specified. The Mathis High School Principal and the Project Manager are responsible for soliciting feedback on an ongoing basis and for ensuring continuous improvement in the operation of the project. They will report every six weeks to the superintendent to track grant progress in all areas and to celebrate successes and address deficiencies. This regular collection of feedback data will be used to determine progress toward goals, objectives and performance targets and to make modifications as necessary. The Project Manager will recommend project modifications in response to any issues that arise to the TTIPS Grant Team. These meetings will also allow for collection of data required for reporting. The Project Manager will also meet once monthly with the Business Manager to review expenditures and compliance issues. All continuous improvement information will be disseminated to central administrators, the counselor, campus administrators and Mathis High School's staff.</p> <p>By following the TEA Texas Transformation Immediate Model the ISD will also have natural points throughout the grant period to reflect on success or the lack thereof. The planning required will be intensive and periodically intrusive. In the Fall I, the designated TTIPS Team will review the district snapshot and plan accordingly. In Spring I, the Comprehensive Needs Assessment via the Campus Snapshot will be implemented. If needed, the campus principal and/or key staff will be replaced. Community partners will be identified and oriented to grant activities. The superintendent will designate personnel to foster the Transformation Project. In Summer I, The Team will identify Teacher Leaders. Staff will attend Summer Seminar training. The Team will be charged with developing a plan to recruit and retain staff and with developing job embedded professional development plan for Year 1. Staff will complete the first 90 day action plan. In Fall II, the school-wide Positive Behavior Interventions (PBS) will be implemented and enhanced social services support begins. Teacher leaders begin collecting observation data to guide professional development and student interventions. Online courses will begin. Staff reviews progress towards 90 day action plans. In Spring II, staff writes next 90 days action plans as they review behavioral data and Positive Behavior Support (PBS) implementation. They began targeted professional development based on classroom observation and student data. In Summer II, the staff will attend summer training and again monitor professional development plans and needs assessments. They analyze progress towards 90 days goals and write new ones. Teacher Leaders select action research topics and develop a plan for classroom interventions for PBS. Staff will attend NSDC Summer Conference. In Fall II, staff will finalize action research projects and collect data for PBS evaluation. They continue online courses and write new 90 days action plan. In Summer III, Teacher Leaders present action research, conduct intensive review and process evaluation in order to create a sustainability plan (including the continuation of 90 day action plans). The plan will include use of Teacher Leaders as instructional researchers.</p> <p>Because the ISD selected the TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center, further opportunities for continuous improvement and monitoring will be available.</p> <p>The staff will be also responsible for reviewing school data including state assessment scores, attendance records, parental involvement data, and grant mandated reports including Quarterly and annual reports. The staff will keep the superintendent apprised of progress at Team PLC meetings and will report progress to the Board of Trustees.</p>		

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<b>Schedule #4C—Performance Assessment and Evaluation</b>		
<b>Part 1: Component Description.</b> By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
<b>Section B: Formative Evaluation-</b> Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
<p>Formative evaluation processes will determine the extent to which the campus serves the needs of students and meets the goals of the project. It will be the responsibility of the Project Manager to oversee the formative evaluation processes including data collection and processing. Data will include state assessment scores, focus group results, survey results, review of lesson plans and curriculum, and coordinated classroom observations including walkthroughs. The formative evaluation data may be obtained from staff, parents, teachers, students, and community members to determine progress towards the purpose and objectives of the project. The feedback gathered will offer necessary information that will appropriately assist the Project Manager and staff with modifications needed to assure successful results. Armed with data, the staff working in PLC's will set ambitious but attainable performance goals and/or make changes to program activities. Based on staff input, the Project Manager will make recommendations to the superintendent and Leadership Team for project modifications. This process will support continuous improvement for program goals and objectives and will provide data for immediate use or for 90 day action plans. The Manager will forward data results and/or modifications to those involved in project implementation. Reports will include items achieved and items needing further action/attention, if any. These reports will be used by the Manager to document successes and efforts to address problems and they will be submitted to the superintendent and to TEA as required by the grantor. In <i>Becoming a Great High School: 6 Strategies and 1 Attitude That Make a Difference</i>, Tim Westerberg (2009), explains how teams can utilize formative assessment to drive instruction and target intervention for struggling students utilizing teamwork and collaboration. This formative evaluation design will utilize a methodology that will allow widespread evaluation and will require collaboration and teamwork. In addition, teams organized as PLC's will use the processes outlined in Richard and Rebecca Dufour's <i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i> and the <i>Professional Learning Communities At Work Plan Book</i> to create and sustain effective practices and continuous improvement for improving student learning in their PLC's.</p> <p>Furthermore, Mathis ISD staff will be trained in the use of data. This training will ensure that teachers and school leaders understand how to effectively use data to increase student academic performance. Grade level teams, departments and classroom teachers must use data to identify and implement an instructional program that is research-based and aligned with state academic standards. They must promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. As such, they will need to use frequent formative assessment. They must provide timely, corrective feedback and timely in class intervention for struggling students. One activity has teachers creating data walls tracking individual student, class and department progress with bar graphs. Additionally as required by the Transformation Model, Teacher Leaders will assist with peer evaluations and will use formative impressions to model and reevaluate, and 90 day data reviews will require formative evaluations of techniques, programs, and results. Mathis ISD will provide continuing staff development focused on assessment practices, with a focus on differentiating between formative and summative assessment.</p> <p>The evaluation plan should shape the development of the project from the beginning of the grant period and provide benchmarks for the monitoring of progress and measurement of that progress throughout the grant award period. The results will be used to make programmatic changes to plan activities, reevaluate goals, and review/share best practices, etc.</p>		

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<b>Section C: Qualitative and Quantitative Data Collection Methods-</b> 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>Mathis ISD believes in the value of overall evaluation. As part of the professional development, staff will be provided intensive training on the use of data and the need to be data-driven. They will learn to use not only formative and summative data but they will appreciate the value in both quantitative and qualitative data and the need to desegregate the data. The Project Manager will monitor data collection and will assure it includes both quantitative and qualitative methods of evaluation of staff, students, and program processes and that it desegregates data appropriately.</p> <p>Different data will require different collection methods. For instance quantitative data such as state assessments, attendance information, number of behavior referrals will be provided by the central office. It may be analyzed by administration, Teacher Leaders, teachers and departments. Qualitative data such as informal surveys, focus group conversations, attendance rosters for parents and community member participation, classroom observations, and hyper-walkthrough observations will be conducted and analyzed by the LEA and/or the campus. Many activities will be evaluated as per the Critical Success Factors (CSF) Timeline which details data collection needs and timelines. Others will be driven by need as discovered through grant implementation. Through the combination collection methods, the Project Manager will have more precise data to compare to the grant objectives and make the necessary changes to the program to better meet those objectives.</p> <p>Data will need to be desegregated in numerous ways depending on usage needs. Subcategories include ethnicity, gender, economically disadvantaged, limited English proficiency, campus, grade, classroom, first test administration, etc. Data will be used differently by different groups. At the administrative level, it may result in budgetary, staffing and instructional changes. Quantitative state assessment data will be sent from the state and administration will look at overall results and will focus on high need areas and campus and district data. Departments will look at instructional content. Teachers and Teacher Leaders may look at results to determine strengths and weaknesses in instruction. They may alter overall instructional focuses or concentrate on individual students, students in subcategories, or entire classrooms. Data required by TEA for reporting purposes would also be collected and analyzed. It will not be enough to measure the numbers who either succeeded or failed (quantitative). Program staff must understand why they failed in order to provide a holistic approach to learning (qualitative). It is vital to include both quantitative and qualitative measures.</p> <p>These quantitative and qualitative evaluation processes would be continuous because once something is evaluated, a need to make changes by providing intervention would be required. Even if results are acceptable, there would be a need to monitor continuous accomplishment. Thus, formative evaluation methods would require a summative one to assure intervention was successful and then the summative would become formative as staff would strive for increased success. Evaluation results will drive needed changes. After the data is collected it would need to be disseminated to affected parties for further analysis based on level.</p>		

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<b>Schedule # 4C—Performance Assessment and Evaluation</b>		
<b>Part 2: Process for Development of Performance Goals</b>		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals.		
Responses are limited to <b>two pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Data-related professional development is an integral part of the Texas Transformation model. In order to develop campus performance goals, staff including campus administration, Teacher Leaders, and teachers will be trained in the use of data for instructional purposes. Staff will recognize the various types of data including (formative, interim, summative, quantitative, and qualitative) and apply the appropriate measure for instructional purpose. Some data (surveys, classroom assessment measure, etc.) will be generated by staff while others will be collected from other sources (state assessments, attendance records, etc. Data may include input from various stakeholders (staff, parents, teachers, students, and community members) either directly (focus groups, dialogue sessions, etc.) or indirectly (surveys, questionnaires, etc.). Staff will be trained to analyze and desegregate data. By analyzing data and desegregating it, staff will be able to set performance goals based on needs of the students as a whole or by subcategory. Staff will focus performance goals based on the activity. The activity will dictate the data needed and staff will either initiate the data or will request it from the collection source. Requests should include desegregation needs, if any.</p> <p>With training, staff will be able to translate the data into performance goals by using the following model. In <i>Measuring Up: How Chicago's Charter Schools Make Their Missions Count</i>, Margaret Lin describes the general criteria for establishing goals through the acronym "SMART". She notes that goals should be SMART. "S" is for specific and attainable, "M" is for measurable, "A" is ambitious but attainable, "R" is for Reflective of the mission, and "T" is time specific. By following this process, staff will be able to create goals that are relevant to their purpose. The following is from the text.</p> <p><b>1. Specific</b>          A well-defined goal must be specific, clearly and concisely stated, and easily understood. Academic goals should be tied to academic standards that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level. Equally important, academic goals should be developed with solid knowledge of students' baseline achievement levels.</p> <p><b>2. Measurable</b>          A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.</p> <p><b>3. Ambitious and Attainable</b>          A goal should be challenging yet attainable and realistic. Academic goals should be based on a well-informed assessment of your school's capacities and your students' baseline achievement levels.</p> <p><b>4. Reflective of Your Mission</b>          A goal should be a natural outgrowth of your school mission, reflecting the school's values and aspirations.</p> <p><b>5. Time-Specific with Target Date</b>          A well-conceived goal should specify a time frame or target date for achievement. This could include both long-term goals that each school expects to achieve by the end of its fourth year of operation, along with annual benchmarks that will enable the school, authorizer and other stakeholders to monitor and assess the pace of progress.</p>		

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<p>The Mathis High School campus will implement the following process in order to develop campus performance goals:</p> <ol style="list-style-type: none"> <li>1. Review the need for and set rationale for establishing a measurable goal</li> <li>2. Involve stakeholders (Teacher, Teacher Leader, etc) in planning process based on area of focus and explain need</li> <li>3. Determine data needed to make the goal measureable</li> <li>4. Determine, if applicable, appropriate baseline data</li> <li>5. Set realistic but ambitious expectations based on expected standards</li> <li>6. Develop goals using the SMART model</li> <li>7. Review best practices</li> <li>8. Determine resources (including financial and personnel) needed for achievement</li> <li>9. Determine process objectives (activities/programs) that will help realize success of goal</li> <li>10. Designate personnel responsible for implementation</li> <li>11. Determine formative, interim and summative evaluation timelines to evaluate success</li> <li>12. Redirect goal/strategies as needed</li> </ol> <p>Ongoing assessment will ensure the focus is on what needs to be met. Unmet goals will serve as catalyst for redirecting implementation and/or strategy efforts. Instructors will be able to analyze what is working and what is not with tools such as item analysis and student surveys.</p>		

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<b>Part 3: Annual Performance Goals</b>						
<b>Improve Academic Performance</b> – Enter the annual goals for student achievement, on both the State's assessments and other measures identified by the LEA, to which the LEA is holding the campus accountable						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA	TAKS Tests	Grade 9-94% Commended: 14% Grade 10-94% Commended: 14% Grade 11-85% Commended: 25%	Grade 9-95% + 18% Commended Grade 10-95% + 18% Commended Grade 11-95% + 18% Commended	Grade 9-95% + 20% Commended Grade 10-95% + 20% Commended Grade 11-95% + 20% Commended	Grade 9-95% + 22% Commended Grade 10-95% + 22% Commended Grade 11-95% + 22% Commended
2	Improve Student Achievement in Mathematics	TAKS Tests	Grade 9-60% Commended: 8% Grade 10-60% Commended: 8% Grade 11-83% Commended: 6%	Grade 9-70% Commended: 10% Grade 10-70% Commended: 10% Grade 11-70% Commended: 8%	Grade 9-75% Commended: 12% Grade 10-75% Commended: 12% Grade 11-75% Commended: 10%	Grade 9-80% Commended: 14% Grade 10-80% Commended: 14% Grade 11-80% Commended: 10%
3	Improve Student Achievement in Science	TAKS Tests	Grade 10-55% Commended: 12% Grade 11-80% Commended: 4%	Grade 10-60% Commended: 12% Grade 11-70% Commended: 8%	Grade 10-65% Commended: 14% Grade 11-75% Commended: 10%	Grade 10-75% Commended: 15% Grade 11-80% Commended: 15%
4	Develop clear instructional goals based on performance outcomes that are based on state standards.	TEKS, Rubric, Goals	DNA	2 Developed Rubrics	2 Developed Rubrics	2 Developed Rubrics
5	Develop a common vocabulary for effective instruction to enhance curriculum alignment by creating a	Vision statement, graduate profile and walkthrough	DNA	Vision statement completed	Walkthrough data collected	Walkthrough data collected

	vision statement, developing a graduate profile and implementing a system wide instructional model.	data collection		Graduate profile developed Walkthrough data collected quarterly and shared in PLC's	quarterly and shared in PLC's	quarterly and shared in PLC's
6	Adapt research-based instructional practice for classroom teaching and learning improvement yearly	Research	DNA	1 annually	1 annually	1 annually
7	Ensure achievement for all students via systems for prevention and intervention	Mastery of Goals and Learning objectives		50% Mastery	70% Mastery	80% Mastery
8	Collaborative Teaming focused on Teaching and Learning	PLC Minutes Development of Performance Based Assessments for student learning Team Self Evaluation/ Reflection		1 Performance based assessment developed per semester with 50% of students achieving mastery 50% satisfactory results on Team Evaluation / Reflection	2 Performance based assessments developed per semester with 70% of students achieving mastery 75% satisfactory results on Team Evaluation / Reflection	2 Performance based assessments developed per semester with 80% of students achieving mastery 90% satisfactory results on Team Evaluation / Reflection
9	Graduating students will meet state averages on college entrance exams (PSAT, SAT, ACT, THEA) and students will earn college credit by scoring a "3" or higher on the AP exams	Test score data	Class of 2008 ACT Score: 16.6 (State: 20.5) SAT Score: 0 tested 1 score of 5 on AP exams	20% score at state average on ACT  20% score at state average on SAT  15% of students taking AP exam score "3" or higher	25% score at state average on ACT  25% score at state average on SAT  20% of students taking AP exam score "3" or higher	30% score at state average on ACT  30% score at state average on SAT  25% of students taking AP exam score "3" or higher

**Increase the Use of Quality Data to Drive Instruction** – Enter the annual goals for increasing the use of quality data to drive instruction, to which the LEA is holding the campus accountable.



#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the number of teachers using Data Management for Assessment and Curriculum (DMAC) Solutions, a web-based software that assists educators in the development and management of curriculum and assessment data, by providing training in order to have continuous use of student data (such as formative, interim, and summative assessments) so staff may differentiate instruction in order to meet the academic student needs.	DMAC	4 teachers	50% trained	75% trained	100% trained
2	Provide mandatory tutorials based on DMAC/INOVA data for students projected to fail in Reading/ ELA, Math and Science benchmarks or as pull-out program based on classroom progress.	DMAC (Data Management for Assessment and Curriculum), INOVA	DNA	20 students	35 students	50 students
3	Implement data driven instruction	Lesson Plans, PLC minutes	DNA	50% of teachers will document use of data	60%	75%
4	Create and use classroom and department data walls (dashboards) illustrating success with key concepts.	District Snapshot, Campus snapshots, DMAC, TAKS scores, Benchmarks	DNA	50%	70%	90%
5						

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<b>Part 3: Annual Performance Goals</b>						
<b>Increase Leadership Effectiveness</b> — Enter the annual goals for increasing the effectiveness of campus leadership, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Staff will meet or exceed "overall" expectations on staff created evaluation.	Evaluation	DNA	DNA	75%	85%
2	Teachers will rate the overall effectiveness of Teacher Leaders as satisfactory or higher.	Survey	DNA	60%	75%	90%
3	Teachers will rate the overall effectiveness of the campus leader (principal) as satisfactory or higher	Survey	DNA	75%	85%	90%
4	Provide training on evaluations of staff including use of instrument, walkthroughs, observations, and objective-based performance	Training, Evaluation Instruments	DNA	90%	90%	90%
5	Provide staff training designed with school leadership staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	Training guides, Trainers	DNA	50% of training opportunities	60%	70%
6	Identify and reward school leaders, who do well on the staff created evaluation instrument and in doing so have increased student achievement and high school graduation rates.	Evaluation Instrument, Budget	DNA	DNA	100%	100%
7	Identify school leaders who do well on the staff created evaluation instrument and in doing so have not increased student achievement and remove those, who after ample opportunities have been provided for them to improve their professional practice have not.	Evaluation Instrument	DNA	DNA	100%	100%
<b>Increase Learning Time</b> – Enter the annual goals for increasing learning time on the campus, to which the LEA is holding the campus accountable.						

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Provide professional development to ensure that teachers use instructional time more effectively.	Professional Service Provider/ Sign-in sheet	DNA	90%	90% of new teachers	90% of new teachers
2	Establish an advisory period that concentrates specifically on learner needs (such as TAKS, socialization, college readiness and/or enrichment activities).	Advisory Period/ lesson plans	DNA	100%	100%	100%
3	Provide opportunities for staff input on establishing schedules and strategies that provide increased learning time	Schedules Calendars	DNA	2 annually	2 annually	2 annually
4	Provide opportunities for beyond the school learning expeditions and travel	Student work, projects, portfolios, reflections and self evaluations	DNA	One learning expedition per semester	Two learning expeditions per semester with one well developed project	Two learning expeditions per semester with two well developed projects

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**Texas Title I Priority Schools Grant**

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

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the number of parents attending parent conferences	Sign in Sheets	20 parents	30	45	60
2	Increase the number of parents and community members attending our Parent Summits.	Sign in Sheets	20 parents	30	45	60
3	Tie school activities with a social services component (financial literacy, social security, housing opportunities) relevant to parents and/or community members.	Sign in Sheets, Agenda	DNA	20	30	40
4	Recruit parents to assist with Positive Behavior System (PBS)	PBS	DNA	5	5	5
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Create a staff developed and approved evaluation instrument with strong accountability measures including student growth, multiple observation-based assessments of performance, ongoing professional practice reflective of student achievement, and increased high school graduations rates.	Evaluation	DNA	75% approval	DNA	DNA
2	Assess the relationships between students and adults through an overall satisfactory or higher rating on a given survey.	Survey	DNA	70%	80%	90%
3	Implement Positive Behavioral Supports (PBS) a program established by the US Dept, of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining	Training	DNA	70%	80%	90%

	effective school-wide disciplinary practices.					
4	Decrease the number of discipline referrals to alternative education program.	PEIMS Report	10	7	5	2
5	Tie individual classroom management strategies to the school wide behavioral support system.	Behavioral Plan/Lesson Plans	DNA	50%	60%	75%
6	Implement an incentive based program that rewards team (grade) success, and individual teacher success including a larger incentive for succeeding with students projected to fail.	Budget, Incentive Plan	DNA	100%	100%	100%
7	Mentor teachers and mentees will implement a youth governance model to: <ul style="list-style-type: none"> <li>1) Develop and implement extracurricular activities that appeal to student interests</li> <li>2) Promote a collaborative environment that builds student-adult relationships</li> <li>3) Encourage peer interaction</li> <li>4) Provide structure and challenge</li> <li>5) Connect students to school</li> </ul>	Budget/ Mentor teacher	DNA	Governance Model	Governance Model	Governance Model

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<b>Increase Teacher Quality</b> – Enter the annual goals for increasing teacher quality by measures identified by the LEA, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Use self assessments, portfolios, lesson plans, and teacher reflection to improve practice as measured by the Teacher Performance Matrix.	Teacher Performance Matrix	DNA	Identify 50% of staff as Proficient or better	Identify 75% of staff as Proficient or better	Identify 90% of staff as Proficient or better
2	Identify and reward school leaders, teachers and other staff, who do well on the staff created evaluation instrument and in doing so have increased student achievement and high school graduation rates.	Evaluation Instrument, Budget	DNA	DNA	100%	100%
3	Identify teachers who do well on the staff created evaluation instrument and in doing so have not increased student achievement and remove those, who after ample opportunities have been provided for them to improve their professional practice have not.	Evaluation Instrument	DNA	DNA	100%	100%
4	Allow staff input in professional development opportunities.	Survey; Discussions	DNA	60% participation in survey	70%	80%
5	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.	Training opportunities	DNA	50% of training opportunities	60%	70%
6	Provide teachers with a coaching model system such as the Model Classroom Project.	Coaching Model	DNA	DNA	Model provided	
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	Teachers and leaders will come together in grade level, department and school Professional Learning Communities that ensure that students learn through a team culture of collaboration and collective inquiry with a focus on results	PLC Norms, PLC minutes, SMART Goals, Student Achievement results on TAKS, benchmarks, intervention plans, project based assessments, PLC self evaluations, student reflections	DNA	All PLC's move beyond the elements of Initiation Stage on the PLC Continuum	All PLC's achieve the elements of Developing Stage on the PLC Continuum	All PLC's achieve the elements of Sustaining Stage on the PLC Continuum
2	Teachers and leaders will participate in ongoing staff development focused on assessment practices including differentiating between formative and summative assessments	Shared protocols for examining and tuning assessments Team minutes, reflections, and self evaluations School leader evaluations	DNA	50% of teachers evaluate as proficient at creating differentiated assessments	70% of teachers evaluate as proficient or better at creating and using differentiated assessments	90% of teachers evaluate as proficient or better at creating & using differentiated assessments
3						
4						
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by telephone/e-mail/FAX on _____ by _____ of TEA.		<b>School Years 2010-2013</b>		Amendment No. _____	
<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>					
<b>No Barriers</b>					
#	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"/>	
<b>Barrier: Gender-Specific Bias</b>					
#	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"/>	
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>					
#	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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<b>Texas Title I Priority Schools Grant</b>				
<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>				
<b>Barrier: Cultural, Linguistic, or Economic Diversity (cont.)</b>				
<b>#</b>	<b>Strategies for Cultural, Linguistic, or Economic Diversity</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institution of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gang-Related Activities</b>				
<b>#</b>	<b>Strategies for Gang-related Activities</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
C01	Provide early intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C08	Provide community service programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, & parents to deal with gang-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Drug-Related Activities</b>				
<b>#</b>	<b>Strategies for Drug-related Activities</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
D01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>					
<b>Barrier: Absenteeism/Truancy</b>					
<b>#</b>	<b>Strategies for Absenteeism/Truancy</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>	
K01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K02	Develop and implement a truancy intervention plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K04	Recruit volunteers to assist in promoting school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K06	Provide before/after school recreational or educational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K07	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K08	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K09	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K10	Coordinate with health and social services agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K11	Coordinate with the juvenile justice system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Barrier: High Mobility Rates</b>					
<b>#</b>	<b>Strategies for High Mobility Rates</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>	
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
L02	Establish partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
L03	Establish/maintain timely record transferal system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
L99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Barrier: Lack of Support from Parents</b>					
<b>#</b>	<b>Strategies for Lack of Support from Parents</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>	
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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<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>					
<b>Barrier: Shortage of Qualified Personnel</b>					
<b>#</b>	<b>Strategies for Shortage of Qualified Personnel</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>	
N01	Develop and implement a plan to recruit and retain qualified personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N03	Provide mentor program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N04	Provide intern program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N05	Provide professional development in a variety of formats for personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N06	Collaborate with colleges/universities with teacher preparation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Barrier: Lack of Knowledge Regarding Program Benefits</b>					
<b>#</b>	<b>Strategies for Lack of Knowledge regarding Program Benefits</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>	
P01	Develop and implement a plan to inform program beneficiaries of program activities & benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Barrier: Lack of Transportation to Program Activities</b>					
<b>#</b>	<b>Strategies for Lack of Transportation to Program Activities</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>	
Q01	Provide transportation for parents and other program beneficiaries to activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q03	Conduct program activities in community centers and other neighborhood locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q04	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Barrier: Other Barrier</b>					
<b>#</b>	<b>Strategies for Other Barrier</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>	
Z99	Other Barrier: Educating parents on MHS for International Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other Strategy: Recruiting students into MHS for International Studies				

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #5—Program Budget Summary</b>				
<b>Program Authority:</b> P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A		<b>Fund Code</b> ARRA (CFDA# 84.388A): <b>286</b> Regular (CFDA# 84.377A): <b>276</b>		
<b>Project Period: August 1, 2010 through June 30, 2013</b>				
<b>Class/Object Code and Description</b>	<b>Campus Grant Costs</b>	<b>LEA Admin Grant Costs</b>	<b>Pre-Award Cost</b>	<b>Total Grant Funds Budgeted</b>
Payroll Costs	5B 6100	\$ 518,650	\$	\$ 518,650
Professional and Contracted Services	5C 6200	275,000		225,000
Supplies and Materials	5D 6300	153,000		153,000
Other Operating Costs	5E 6400	53,350		53,350
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX			
Total Direct Costs		\$1,000,000		1,000,000
% Indirect Costs			30,000	30,000
<b>Grand Total</b>				
Total Budgeted Costs:		\$ 1,000,000	\$ 30,000	\$ 1,030,000
<b>Administrative Cost Calculation</b>				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				1,000,000
Multiply by ( % limit)				X .03
Enter Maximum Allowable for Administration, including Indirect Costs				\$ 30,000

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

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<b>Texas Title I Priority Schools Grant</b>						
<b>Schedule #5B—Payroll Costs (6100)</b>						
<b>Budgeted Costs</b>						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
<b>Instruction</b>						
1	Teacher	Response to Intervention Teacher	1	100%	\$	\$ 45,000
2	Educational Aide					
3	Tutor					
<b>Program Management and Administration</b>						
4	Project Director	Project Manager required	1	100%		\$60,000
5	Project Coordinator					
6	Teacher Facilitator	Leader Teacher	1	100%		50,000
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
<b>Auxiliary</b>						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
<b>Other Employee Positions</b>						
22	Title: Data Analyst		1	100%		36,000
23	Title:					
24	Title:					
25	Title:					
26	Subtotal Employee Costs				\$	\$191,000
<b>Substitute, Extra-Duty, Benefits</b>						
27	6112	Substitute Pay			\$	\$ 10,000
28	6119	Professional Staff Extra-Duty Pay (Tutoring, Facilitator Stipends, Performance Stipends)				250,000
29	6121	Support Staff Extra-Duty Pay				
30	6140	Employee Benefits				67,650
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$327,650
32	Grand Total Payroll Budget (line 26 + line 31)				\$	\$518,650

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**Texas Title I Priority Schools Grant**

**Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval**

Expense Item Description		Pre-Award	Total Amount Budgeted
621 2	Audit Costs (other than audits required under OMB Circular A-133) Specify purpose: _____	\$	\$
626 9	Rental or Lease of Buildings, Space In Buildings, or Land Specify purpose and provide calculation: _____		
629 9	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools) Specify purpose: _____		
629 9	Scholarships and Fellowships (not allowed for nonprofit charter schools) Specify purpose: _____		

**Subtotal**

**6200 – Professional and Contracted Services Cost Requiring Specific Approval**

**Professional and Consulting Services (6219/6239) Less than \$10,000**

#	Topic/Purpose/Service	Total Contracted Amount	Pre-Award	Total Amount Budgeted
1.	ESC Response to Intervention Technical Assistance	\$ 5,000	\$	\$ 5,000
2.	Differentiation of Instruction Training	8,000		8,000
3.	Instructional Leaders Coaching for Leaders	5,000		5,000
4.	C-Scope Curriculum Alignment Training for Teachers	5,000		5,000
5.	Positive Behavior Support	4,000		4,000
6.				
7.				
8.				
9.				
10.				

**Subtotal**

**Professional and Consulting Services Less than \$10,000**    \$    \$ 27,000

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

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

The Curriculum Project Training provides staff with training, materials, and software designed to bring about increased levels of student success by emphasizing the implementation of state standards in ways that provide differentiated experiences for learners of all types. Areas of focus include differentiation for multiple learning styles and ability ranges; standards-driven learning objectives and lessons, both discipline-specific and interdisciplinary; cognitive and metacognitive strategies; engaged, student-centered lessons; articulated performance standards for authentic student products and projects; and technology and training related to differentiated curriculum development.

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
	Contractor's Payroll Costs		\$ 30,000	\$	\$ 30,000
	Title: Curriculum Project – John Samara				
	Subgrants, Subcontracts, Subcontracted Services				
	Supplies and Materials		4,000		4,000
	Other Operating Costs				
	Capital Outlay (Subgrants Only)				
	Indirect Cost ( _____ %)				
<b>Total Payment:</b>			<b>\$ 34,000</b>	<b>\$</b>	<b>\$ 34,000</b>



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**Texas Title I Priority Schools Grant**

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

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

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

**Professional Learning Communities (PLC)** at Work is a model for school improvement placing an emphasis on learning for all students and adults, building a collaborative culture, and maintaining a constant focus on results. PLC is characterized by shared mission, vision, values, and goals; collaborative teams focused on learning collective inquiry into "best practice" and "current reality" action orientation and experimentation; commitment to continuous improvement and a focus on results.

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1			
Title: _____		\$ 80,000	\$	\$ 80,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials		20,000		20,000
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
<b>Total Payment:</b>		<b>\$ 100,000</b>	<b>\$</b>	<b>\$ 100,000</b>

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

**Communities in Schools (CIS)** – Provides link between educators and the community by bringing caring adults into the schools to address children's unmet needs. This will be a contracted service provider for social work services.

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1			
Title: _____		\$ 40,000	\$	\$ 40,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
<b>Total Payment:</b>		<b>\$ 40,000</b>	<b>\$</b>	<b>\$ 40,000</b>

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

**ICORE Web Based Curriculum** – Curriculum Alignment via interactive instructional design web based curriculum aligned to state standards and allows for differentiated instruction, response to intervention in a three tiers for targeted individual instruction and aligned to all TEKS.

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs				
Title: _____		\$	\$	\$
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials		24,000		24,000
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
<b>Total Payment:</b>		<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:</b>		<b>\$ 24,000</b>	<b>\$</b>	<b>\$ 24,000</b>

Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:			
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:	27,000		27,000
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:	198,000		198,000
Remaining 6200- Professional and Contracted Services that do not require specific approval:	50,000		50,000
<b>Grand Total:</b>	<b>275,000</b>		<b>\$275,000</b>

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<b>Texas Title I Priority Schools Grant</b>						
<b>Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval</b>						
<b>Expense Item Description</b>				<b>Pre-Award</b>	<b>Total Budgeted</b>	
6399	Technology Hardware- Not Capitalized			\$	\$ 127,000	
	#	Type	Purpose			Quantity
	1	Interactive Projectors	Interactive Teaching/Learning - Core Subjects			12
	2	Netbooks	ICORE - Integrating technology as a learning tool			250
	3					
	4					
6399	Technology Software- Not Capitalized					
6399	Supplies and Materials Associated with Advisory Council or Committee				1,000	
<b>Total Supplies and Materials Requiring Specific Approval:</b>					<b>\$128,00</b>	
<b>Remaining 6300- Supplies and Materials that do not require specific approval:</b>					<b>\$ 25,000</b>	
<b>Grand Total</b>				<b>\$</b>	<b>\$153,000</b>	

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<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval</b>					
<b>Expense Item Description</b>				<b>Pre-Award</b>	<b>Total Budgeted</b>
6411	Out of State Travel for Employees (Includes registration fees) Specify purpose: National Staff Dev. Council (NSDC)			\$	\$ 7,000
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:				5,000
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: Required Training				\$3,000
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)				\$1,000
	Specify purpose:				
<b>Total 64XX- Operating Costs Requiring specific approval:</b>					<b>16,000</b>
<b>Remaining 6400 - Other Operating Costs that do not require specific approval:</b>					<b>37,350</b>
<b>Grand Total</b>				\$	\$ 53,350

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by telephone/e-mail/FAX on _____ by _____ of TEA.		<b>School Years 2010-2013</b>		Amendment No. _____	
<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost</b> <b>(15XX is for use by Charter Schools sponsored by a nonprofit organization)</b>					
	<b>Description/Purpose</b>	<b>Unit Cost</b>	<b>Quantity</b>	<b>Pre-Award</b>	<b>Total Budgeted</b>
<b>6699/15XX- Library Books and Media (capitalized and controlled by library)</b>					
1					
<b>66XX/15XX- Technology Hardware - Capitalized</b>					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
<b>66XX/15XX- Technology Software- Capitalized</b>					
12					
13					
14					
15					
16					
17					
18					
<b>66XX/15XX- Equipment and Furniture</b>					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
<b>Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.</b>					
29					
<b>Grand Total</b>					
<b>Total 6600/15XX- Capital Outlay Costs:</b>					<b>-0-</b>

<b>SCHEDULE #6A</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	205904 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.

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>205904</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.

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>205904</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.

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	  <u>205904</u> County-District No.
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Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

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

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

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

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

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

- T. Subcontracting:** Contractor shall not assign or subcontract any of its rights or responsibilities under this contract, except as may be otherwise provided for in this application, without prior formal written amendment to this contract properly executed by both Agency and Contractor.
- U. Use of Consultants:** Notwithstanding any other provision of this application, Applicant shall not use or pay any consultant in the conduct of this application if the services to be rendered by any such consultant can be provided by Applicant's employees.
- V. Capital Outlay:** If Contractor purchases capital outlay (furniture and/or equipment) to accomplish the objective(s) of the project, title will remain with Contractor for the period of the contract. Agency reserves the right to transfer capital outlay items for contract noncompliance during the contract period or as needed after the ending date of the contract. This provision applies to any and all furniture and/or equipment regardless of unit price and how the item is classified in Contractor's accounting record.



<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	   <u>205904</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	  <u>205904</u> County-District No.
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5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
6. the **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students** (34 CFR Part 99), if Contractor is an educational institution (20 USC 1232g);
7. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (**prohibition against the use of federal grant funds to influence legislation pending before Congress**);
8. **Pro-Children Act of 2001**, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children [P. L. 107-110, Section 4303(a)]. In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services [P. L. 107-110, Section 4303(b)(1)]. Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P. L. 107-110, Section 4303(e)(1)).
9. **Fair Labor Standards Act (29 USC 207), Davis Bacon Act (40 USC 276(a), and Contract Work Hours and Safety Standards Act (40 USC 327 et seq.)**, as applicable, and their implementing regulations in 29 CFR 500-899, 29 CFR Parts 1,3,5, and 7, and 29 CFR Parts 5 and 1926, respectively.
10. **Buy America Act:** Contractor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding \$2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the U. S. that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. Contractor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-.2).
11. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended.

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

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

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

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

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	  <u>205904</u> County-District No.
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2. **Availability of Information:** Any application, evaluation, periodic program plan, or report relating to each program described in this application will be made readily available to parents and other members of the general public (20 USC 1232(e)).
  3. **Sharing of Information:** Contractor certifies that it has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program described in this application significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects (20 USC 1232(e)).
  4. **Prohibition of Funds for Busing:** The applicant certifies that no federal funds (except for funds appropriated specifically for this purpose) will be used for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to overcome racial imbalance in any school or school system, or for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to carry out a plan of racial desegregation of any school or school system (20 USC 1228).
  5. **Direct Financial Benefit:** Contractor certifies that funds expended under any federal program will not be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization [20 USC 1232(b)(8)].
- EE. Payment for Services:** Payment for service(s) described in this Contract is contingent upon satisfactory completion of the service(s). Satisfaction will be determined by TEA's Project Administrator, in his sole discretion but in accordance with reasonable standards and upon advice of his superiors in TEA, if necessary.
- FF. Family Code Applicability:** By signing this Contract, Contractor, if other than a state agency, certifies that under Section 231.006, Family Code, that Contractor is not ineligible to receive payment under this Contract and acknowledges that this Contract may be terminated and payment may be withheld if this certification is inaccurate. TEA reserves the right to terminate this Contract if Contractor is found to be ineligible to receive payment. If Contractor is found to be ineligible to receive payment and the Contract is terminated, Contractor is liable to TEA for attorney's fees, the costs necessary to complete the Contract, including the cost of advertising and awarding a second contract, and any other damages or relief provided by law or equity.
- GG. Interpretation:** In the case of conflicts arising in the interpretation of wording and/or meaning of various sections, parts, Appendices, General Provisions, Special Provisions, Exhibits, and Attachments or other documents, the TEA Contract and its General Provisions, Appendices and Special Provisions shall take precedence over all other documents which are a part of this contract.
- HH. Registered Lobbyists:** No state or federal funds transferred to a contractor/grantee may be used to hire a registered lobbyist.
- II. Test Administration and Security:** This contract is executed by Agency subject to assurance by Contractor that it has at all times been and shall remain in full compliance with Title 19, Texas Administrative Code Chapter 101, and all requirements and procedures for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Notwithstanding any other provision in this contract or any other document, this contract is void upon notice by Agency, in its sole discretion, that Contractor or any school, campus, or program operated by Contractor has at any time committed a material violation of Title 19, Texas Administrative Code Chapter 101, or any requirement or procedure for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency.
- JJ. Social Security Numbers:** Social Security numbers will not be provided by TEA as a part of this agreement. TEA is not requiring or requesting school districts or other grantees to provide Social Security numbers as a part of this agreement.
- KK. Student-identifying Information:** Contractor agrees that in executing tasks on behalf of TEA, Contractor will not use any student-identifying information in any way that violates the provisions of FERPA and will destroy or return all student-identifying information to TEA within thirty (30) days of project completion.

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>205904</u> County-District No.
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**LL. High-Risk Status, Special Conditions, and Enforcement Actions:** Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

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

<b>SCHEDULE #6 B</b> Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>205904</u> County-District No.
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

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

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

<b>SCHEDULE #6B</b> Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b> Required for all federal grants regardless of the dollar amount	<u>205904</u> County-District No.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

#### **Certification**

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

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

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

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

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

<b>SCHEDULE #6C.</b> Lobbying Certification	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b> Required for all federally funded grants greater than \$100,000.	<div style="text-align: right;"> <u>205904</u>          County-District No.       </div>
<b>Texas Title I Priority Schools Grant</b>		

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

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

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

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

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

11/89  
 03/90

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

<b>SCHEDULE #6D -</b> Disclosure of Lobbying Activities	<b>TEXAS EDUCATION AGENCY</b>	
	<b>Standard Application System</b>	
	<b>School Years 2010-2013</b>	<u>205904</u> County-District No.
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Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.)  
**Do not sign and submit this disclosure form unless lobbying activities are being disclosed.**

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



<b>SCHEDULE #6E</b> NCLB ACT PROVISIONS & ASSURANCES	<b>Standard Application System</b>  <b>School Years 2010-2013</b>	   205904
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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].

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

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

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

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

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

**Terms defined:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- a. The total number of grants awarded less than \$25,000 (TEA will have this information 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](http://www.recovery.gov) website established by the Board. See paragraphs J and K below with regard to reports of suspected fraud or abuse (Sections 1523 and 1524).



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

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

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

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

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

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Year 2010-2013</b>	205904 County-District No.
	<b>Texas Title I Priority Schools Grant</b>	

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