

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TÉXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	San Antonio ISD Organization Name	015907 County-District#
		Sam Houston High School Campus Name	006 Campus Number
by telephone/e-mail/FAX on _____ by _____ of TEA.		74-6002167 9-Digit Vendor ID#	20 ESC Region
		105520017110057 NOGA ID# (Assigned by TEA)	Amendment #

Texas Title I Priority Schools Grant

Schedule #1 – General Information

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

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

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

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

Tier I **Tier II** **Tier III**

Part 1: Index to the Application

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

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

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
Robert	J	Duron	
Phone	Fax	Email	
210-554-2280	210-299-5580	rduron1@saisd.net	

Only the legally responsible party may sign this application.

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

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

7 11-10-112-192

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Texas Title I Priority Schools Grant
Schedule #1—General Information

Part 2: List of Required Fiscal-Related Attachments and Assurances

For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the **back** of the application as an appendix.

1 <input type="checkbox"/>	Proof of Nonprofit Status
	Required for all open-enrollment charter schools sponsored by a nonprofit organization: Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)
2 <input type="checkbox"/>	Assurance of Financial Stability
	Required for all independent school districts, open-enrollment charter schools, and education service centers: Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.
3 <input checked="" type="checkbox"/>	Assurance of Submittal of Reviewer Information Form
	Required for all applicants: Check box to indicate assurance that reviewer information form will be submitted. All applicants are required to complete the Reviewer Information Form and to submit it online by Thursday, May 6, 2010 . (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with <i>John Strelchum</i> by telephone/e-mail/FAX on <u>9-2-10</u> by <i>Randy Willis</i> OF TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>015907</u> County-District No. _____ Amendment No.
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**Texas Title I Priority Schools Grant
Schedule #1—General Information**

Part 3: Applicant Information

Local Educational Agency (LEA) Information

LEA Name				
San Antonio ISD				
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
141 Lavaca Street		San Antonio	TX	78210
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number	
20	069451631	3W1B1	4838730	
Campus Name			County-District Campus Number	
Sam Houston High School			015907006	
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
4635 E. Houston Street		San Antonio	TX	78220

Applicant Contacts

Primary Contact

First Name	Initial	Last Name	Title	
John		Strelchun	Grants Director	
Telephone	Fax	Email		
210-226-0088	210-226-6373	jstrelchun@saisd.net		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
406 Barrera Street		San Antonio	TX	78210

Secondary Contact

First Name	Initial	Last Name	Title	
Darnell		White	Principal	
Telephone	Fax	E-mail		
210-661-4134	210-666-2915	dwhite@saisd.net		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
4635 E. Houston Street		San Antonio	TX	78220

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Texas Title I Priority Schools Grant

Schedule #4—Program Summary and Application Requirements

Part 1: Grant Program Information;

Summary of Program: Purpose and Goals

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.

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").

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.

Allowable Activities

Tier I and Tier II Grantees

- Grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations.
- Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations.
- Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected.

Tier III Grantees

- Tier III grantees may select one of the four intervention models in the federal regulations or the state's Tier III Transformation Model.
- If selecting one of the four models in the federal regulations, grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations.
- Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected.

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.

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.

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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 2: Statutory Requirements

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

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<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		

Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 2: Statutory Requirements

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

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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
18	<p>If the LEA/campus selects to implement the turnaround model, the campus may implement the following federal requirements.</p> <ol style="list-style-type: none"> 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	<p>If the LEA/campus selects to implement the school closure model, the campus must implement the following requirement.</p> <ol style="list-style-type: none"> 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	<p>If the LEA/campus selects to implement the restart model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> 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	<p>If the LEA/campus selects to implement the transformation model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (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-- <ol style="list-style-type: none"> (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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<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		

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

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
21	<p>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</p> <p>(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.</p> <p>2. Comprehensive instructional reform strategies.</p> <p>(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</p> <p>(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.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(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</p> <p>(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).</p>	Program Assurances
22	<p>An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--</p> <p>(A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;</p> <p>(B) Institute a system for measuring changes in instructional practices resulting from professional development; or</p> <p>(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.</p>	Program Assurances

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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
23	<p>An LEA may also implement comprehensive instructional reform strategies, such as--</p> <ul style="list-style-type: none"> (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- <ul style="list-style-type: none"> (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate. 	Program Assurances
24	<p>An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--</p> <ul style="list-style-type: none"> (A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; (B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; (C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or (D) Expand the school program to offer full-day kindergarten or pre-kindergarten. 	Program Assurances

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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
25	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.	Program Assurances
26	An LEA that has nine or more Tier I and Tier II schools is prohibited from implementing the transformation model in more than 50% of those schools.	Program Assurances

By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities.

Part 3: Statutory Assurances

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

Part 4: TEA Program Assurances

#	TEA Assurance Description
1	Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the Quarterly Implementation Reports (QIR), the Model Selection and Description Report, and through participation in TEA technical assistance. <ol style="list-style-type: none"> a. The Model Selection and Description Report must be submitted to TEA no later than February 1, 2011. This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities: <ol style="list-style-type: none"> i. Comprehensive Needs Assessment process. ii. Establish the grant budget by the required categories. iii. Identification and Selection of the intervention model. iv. Development of activities to implement selected intervention model. v. Development of Timeline of Grant Activities.

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<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		

Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 4: TEA Program Assurances

#	TEA Assurance Description
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.
10	<p>If the LEA/Tier III campus selects to implement the transformation model, the campus assures That it will it implement the following federal requirements.</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: <ol style="list-style-type: none"> 1. Takes into account data on student growth as a 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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<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>	<p>School Years 2010-2013</p>	<p>_____ Amendment No.</p>

Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 4: TEA Program Assurances

#	TEA Assurance Description
10	<p>2. Comprehensive instructional reform strategies.</p> <p style="margin-left: 20px;">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</p> <p style="margin-left: 20px;">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.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p style="margin-left: 20px;">A. Establish schedules and strategies that provide increased learning time; and</p> <p style="margin-left: 20px;">B. Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p style="margin-left: 20px;">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</p> <p style="margin-left: 20px;">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).</p>
11	<p>An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--</p> <p style="margin-left: 20px;">(A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;</p> <p style="margin-left: 20px;">(B) Institute a system for measuring changes in instructional practices resulting from professional development; or</p> <p style="margin-left: 20px;">(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.</p>
12	<p>An LEA may also implement comprehensive instructional reform strategies, such as--</p> <p style="margin-left: 20px;">(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;</p> <p style="margin-left: 20px;">(B) Implement a school wide "response-to-intervention" model;</p> <p style="margin-left: 20px;">(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;</p> <p style="margin-left: 20px;">(D) Use and integrate technology-based supports and interventions as part of the instructional program; and</p> <p style="margin-left: 20px;">(E) In secondary schools--</p> <p style="margin-left: 40px;">(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;</p> <p style="margin-left: 40px;">(2) Improve student transition from middle to high school through summer transition programs or freshman academies;</p> <p style="margin-left: 40px;">(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</p> <p style="margin-left: 40px;">(4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.</p>

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<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		

Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 4: TEA Program Assurances

#	TEA Assurance Description
13	<p>An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--</p> <ul style="list-style-type: none"> A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or D. Expand the school program to offer full-day kindergarten or pre-kindergarten.
14	<p>The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--</p> <ul style="list-style-type: none"> 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	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> a. Number of minutes within the school year. b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup. c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only) d. College enrollment rates. (High Schools Only) e. Teacher Attendance Rate f. Student Completion Rate g. Student Drop-Out Rate h. Locally developed competencies created to identify teacher strengths/weaknesses i. Types of support offered to teachers j. Types of on-going, job-embedded professional development for teachers k. Types of on-going, job-embedded professional development for administrators l. Strategies to increase parent/community involvement m. Strategies which increase student learning time

By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.

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by telephone/e-mail/FAX on _____ by _____ of TEA.		

**Texas Title I Priority Schools Grant
Schedule #4A—Program Abstract**

Part 1: Grant Eligibility

Tier I Eligible Campus
 Tier II Eligible Campus
 Tier III Eligible Campus

Identify which timeline the LEA/Campus the applicant will implement.

Option 1: LEA/campus currently engaged in aggressive reform
 Option 2: LEA/campus in need of foundational technical assistance

Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus.

Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not.

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

San Antonio ISD and Sam Houston High School plan to implement the TEA Transformation Model in order to create notable change and significant results on the campus in three years time. Sam Houston High School is a Tier I Title I school which has been persistently lowest-achieving and has significant needs identified for improvement. San Antonio ISD (SAISD) and Sam Houston have a strong commitment to the use of the TTIPS funds to provide adequate resources in order to substantially raise the achievement of the students and enable Sam Houston to make adequate yearly progress and exit improvement status. Not only does Sam Houston plan to use these funds to increase the achievement of the students, it has also plans to use these funds to create a plan using the TEA Transformation Model that will dramatically improve school climate, drastically enhance teacher quality, significantly expand learning time, notably increase parents and community involvement, appreciably build leadership effectiveness and radically spread the use of data driven instruction.

Suffering from a declining enrollment, decreasing attendances and many incoming students who were ill prepared for high school academics, the initial conversations regarding a restructuring plan that might include school closure began in this eastside community of San Antonio over 18 months ago. With an uproar in the community and the involvement of the LEA, the School Board, and the campus, it was determined that the school would remain open, but serious transformation would need to take place. A new principal, Mr. Darnell White was hired to lead Sam Houston High School in June 2009. At that time, an extensive school and community needs assessment commenced and dialogues with community stakeholders continued. This process mirrored a series of Eastside Summits led by the Mayor and the City Council to revitalize the eastside neighborhood in which Sam Houston High School resides.

The changes proposed under this model meet the identified campus need, respond to community and parent concerns, and builds on the assets that Sam Houston does have to offer: new leadership; a magnet program for manufacturing, engineering and technology; community, LEA and city support; technology infrastructure and a desire for change. Under this model, SAISD and Sam Houston plan to infuse a technology-focused, project based learning program that will change the climate of the campus as well as the outcomes. A recent analysis of the technology infrastructure and knowledge on the campus confirmed that Sam Houston rates *Advanced* in technology infrastructure and support from leadership, but rates as only *Developing* in the key areas of teaching and learning and educator preparation. Accordingly, alongside that program, intensive traditional as well as job embedded professional development will be conducted to ensure the sustainability of the curriculum and improve teacher quality. The skills and expertise of the New Technology Network (NTN) will be employed in spring 2011 to create Sam Houston New Tech High with a new level of technology integration that will transform the campus as NTN has done successfully in campuses across the country.

With a new principal, a new academic dean, and two new campus instructional coordinators (CICs) for the 2009-2010 academic year and dramatic progress to date in both the decrease in discipline incidents (2759 incidents down to 1252 incidents) and the increase in academic performance as measured by the 2009-2010 TAKS scores (Math TAKS rates increased from 43%-53% and Science from 37%-62%) the campus is now ready for a full transformation with the help of the TEA TTIPS program.

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

Part 1: Comprehensive Needs Assessment

Section A: Campus Grade Levels

Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School											205	186	168	157	716
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Total Instructional Staff **67**

Total Support Staff **53**

Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process

1	AEIS/AYP Report
2	LEA Formative Assessments
3	Staff Development Evaluations
4	Eduphoria Learning Walk Database
5	Crystal Enterprise, I-Data Portal Databases, & ITCS
6	Campus Operational Portal
7	Campus Improvement Plan
8	Edusoft and Data Director Database
9	Campus Intervention Team Progress Report & SIRC Technical Assistance Provider Needs Assessment
10	LEA Community Survey (involving 90 community members, 100 parents of HS students, 75 HS students, 100 parents of feeder schools and 25 businesses).

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by telephone/e-mail/FAX on _____ by _____ Of TEA.	School Years 2010-2013	_____ Amendment No.

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

Part 1: Comprehensive Needs Assessment Cont.

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

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

The initial conversations regarding a restructuring plan that might include school closure began in this eastside community over 18 months ago. With a community uproar and the involvement of the LEA, the School Board, and the campus, it was determined that the school would remain open, but serious transformation would need to take place. A new principal, Mr. Darnell White was hired to lead Sam Houston High School in June 2009. At that time, an extensive school and community needs assessment commenced and dialogues with community stakeholders continued. This process mirrored a series of Eastside Summits led by the Mayor and the City Council to revitalize the eastside neighborhood in which Sam Houston High School resides.

With a new principal, a new academic dean, and two new campus instructional coordinators (CICs) for the 2009-2010 academic year, the campus was ready to examine data and assess the needs of the campus under a fresh lens. During the last year, the LEA, campus staff, students, parents and community members have conducted a systematic review of available data sources to develop plans of action that address the needs of the campus. The overall campus needs assessment is determined annually through the review of the AEIS, AYP, CIT, and TAV reports. In response to the needs targeted from these reports, the Campus Leadership Team developed an initial plan to transform the high school and will refine that plan as well as develop the necessary professional development needed to put the plan into action.

The campus improvement plan (CIP) is developed through the careful analysis of the available data sources. As a working document, the CIP is updated every 9 weeks by the Campus Leadership Team in an effort to promote the continuous use of data and to inform and/or differentiate the needs of students. The CIP is monitored through the use of the Campus Operations Portal. Understanding the immediate need for improved teacher quality to improve student achievement, classroom walkthroughs, compliance with administrative expectations and directives, analysis of student success, and the analysis of providing quality of instruction with differentiation are all being used to guide staffing decisions for the 2010-2011 school year.

The campus has also administered LEA developed formative assessments to determine instructional weaknesses and strengths. Formative assessments are administered every grading period in the areas of ELA, Math, Science, and Social Studies. Student progress is monitored using data analysis generated from data sources provided by LEA, Edusoft and the Data Director Database. As a part of a San Antonio ISD district initiative, all staff now have increased access to all data regarding the school through on-campus data rooms and are encouraged to access that data frequently to make data driven decisions at all levels.

The Campus Intervention Team used on-site visits, e-mails, telephone calls and off-campus visits with stakeholders between September 2009 and November 2009 to assess current activities and determine additional needs of the campus. Additionally, the LEA and campus involved parents, students, teachers, and community partners including At&t Corporation, City Public Service, Communities in Schools and Gear Up in the needs assessment process. This was accomplished through a series of town hall meetings and later, presentations on transformation designs for the campus.

In December of 2009, San Antonio ISD's Research and Evaluation Department conducted a comprehensive community survey through in-person interviews and telephone surveys (in English and Spanish). Ninety community members, 100 parents of Sam Houston High School students, 75 students of Sam Houston, 100 parents of students at feeder schools, and 25 local businesses participated in the surveys.

Beginning in January 2010, Mr. White and the school cabinet began testing the plan for the campus that would address identified needs. Mr. White held a series of meetings with the School Board, Parent Advisory Board, Student Advisory Board, local business groups including the San Antonio Manufacturing Association and teachers. Initial feedback has been good, and initial results from the changes instituted this year in response to identified need has been impressive, leading the LEA and the campus to believe Sam Houston is headed in the right direction.

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

Part 1: Comprehensive Needs Assessment Cont.

Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.

1	LEA & Campus Staff
2	Parent Advisory Board & Student Advisory Board (as well as additional parents and students)
3	National Academy Foundation (Engaged in a year-long self assessment and planning process to develop an implementation plan for our AOE)
4	TAP & CIT Provider
5	Gear-Up (The Gaining Early Awareness and Readiness for Undergraduate Programs project is a six-year federal initiative designed to increase early college awareness and readiness in underrepresented groups.)
6	Communities in Schools
7	Community Based SAISD Repurposing Committee
8	AT&T Corporation (Major funder of the Manufacturing, Engineering and Technology magnet program and the STEM drop out prevention program through the Hispanic Chamber of Commerce)
9	Friends of Sam Houston Association
10	San Antonio Educational Partnership (college scholarship and readiness program)

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by telephone/e-mail/FAX on _____ By _____ of TEA.	School Years 2010-2013	_____ Amendment No.

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

Part 2: Project Management

Section A: LEA (District) Capacity Responses are limited to **one page each**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.

San Antonio ISD (SAISD) has the experience in both managing other grant programs which in size mirror the TTIPS grant and in grant management procedures necessary to implement and evaluate the TTIPS grant. SAISD has successfully managed a number of competitive grants including a US Department of Education GEAR UP grant, \$18M; a US Department of Education Teaching American History, \$1 million; a TEA District Awards for Teacher Excellence grant, \$3.6 million, a TEA Pre-K Expansion grant, \$6.2 million; and a US Department of Education Small Learning Communities Grant (SLC), \$5 million. Although these past grants are not similar in scope to the TTIPS grant, these grants have been successfully implemented and managed. SAISD does recognize the unique scope of the TTIPS grants and is prepared to fully and effectively implement all the required activities of the transformation intervention model that Sam Houston plans to implement.

The transformation of Sam Houston into a New Tech High will require significant increases in related equipment and technology on the campus. The LEA will assist by aiding in acquiring the equipment, software, etc. in a timely manner. This past spring, the campus was already wired to handle the wireless technology needs of the campus and numerous white boards and related equipment were installed in the classrooms to move the campus toward meeting the performance goals in the area of technology. Additionally, the LEA Curriculum and Instruction Department (C&I) will modify the LEA developed curriculum to integrate project based learning this summer, setting the stage for the infusion of a technology based project based learning program to be introduced in the 2010-2011 school year. To allow for additional educational exploration and expressions needed in the new curriculum, the LEA will work to remove firewalls programs such as YouTube, to allow students to utilize such sites to post their work. C&I will also develop white board curriculum which will be implemented in the fall and is currently working with the campus Curriculum Instruction Coordinators (CIC) to ensure that the new technology infused curriculum aligns both vertically and horizontally. The LEA will also support a positive school climate and discipline system through the use of the Positive Behavioral Support (PBS) program. Staff training will be provided by the LEA this summer will continue to support Sam Houston in the implementation of that program.

The Human Resources Department (HR) will work closely with the project manager to attain highly qualified staff as well as removing staff as necessary. HR will provide compensation for highly qualified staff that come to the campus and assist with financial incentives developed to attract highly qualified teachers. HR and other areas of the LEA will assist with the development and institutionalization of teacher, student and parent commitment contracts. Additionally, the Human Resources Department will lead a committee in the design of a performance based evaluation system that will be implemented on the campus. This committee will involve staff of the LEA, representatives from the Teacher's Alliance and representatives from the campus. Additionally, in collaboration with HR, the incorporation of an extended workday will be instituted for the campus by the LEA. With the use of an extended workday, teachers will be provided the opportunity for collaborative planning and professional development across grades and disciplines. Additionally, this LEA will assist with the incorporation of an extended workday to be instituted on the campus and the possibility of an extended student day to be pursued through this grant. With the use of an extended workday, teachers will be provided the opportunity for collaborative planning and professional development across grades and disciplines.

Further, the LEA will support the District Shepherd and Project Manager (new principal) to ensure that those areas already defined and those that may arise during the transformation process can be addressed in a timely manner. The LEA will ensure the District Shepherd position has access to the Superintendent and Area Director as need to remove barriers that may impede progress. The District Shepherd will be in regular communication with the Project Manager.

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

Part 2: Project Management Cont.

Section A: LEA (District) Capacity Responses are limited to **one page each**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.

Beginning in January 2010, Mr. White and the school cabinet began testing the proposed intervention plan for the campus that would address identified needs. Mr. White held a series of meetings with the School Board, Parent Advisory Board, Student Advisory Board, local business groups including the San Antonio Manufacturing Association and teachers. Initial feedback has been positive, and initial results from the changes instituted this year in response to identified needs has been impressive leading the LEA, the campus, and the community to believe that Sam Houston is headed in the right direction.

Stake Holders	Representatives Role	All Stakeholders' Role
Principal	Initial development of the school intervention model.	Planning meetings with CIT, LEA, Campus Leadership Team, Campus Staff, Students, Parents, and Community to solicit a plan for school intervention. Researched possible intervention restructuring models to identify the best model for campus. Conducted site visits to a model school with LEA representative and campus staff.
Campus Leadership Team	Provided feedback and Aided in the development of intervention model.	Researched possible intervention models. Conducted site visits to model school with principal.
Teachers	Provided Feedback and Additional Input	Conducted site visits to model school with principal.
District Administrators	Provided Feedback and Aided in the development of intervention model	Conducted site visits to model schools with project manager.
Students	Provide Feedback and Additional Input	Participated in project based learning curriculum in current courses as a pilot
Parents	Provide Feedback and Additional Input	Attended presentations about intervention model and offered feedback
General Community	Provide Feedback and Additional Input	Attended presentations about intervention model and offered feedback
School Board	Provide Feedback and Additional Input	Hosted a presentation about the intervention model and offered feedback

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

Part 2: Project Management Cont.

Section A: LEA (District) Capacity Responses are limited to **one page each**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.

The LEA and campus will collaborate to implement the following interventions to ensure the full and effective implementation of the transformation model:

- (a) Provide compensation which will attract and retain highly qualified staff who possess the skills necessary to meet the needs of the campus;
- (b) Institute a system for measuring changes in instructional practices resulting from professional development;
- (c) Ensure that the school is not required to accept teachers without the mutual consent of the teacher and principal, regardless of teacher's seniority;
- (d) Work with a committee developed out of the Human Resources Department and including the Sam Houston HS principal, Sam Houston HS teachers, HR Specialists, representatives from the Teachers Alliance, and additional staff to develop a performance based evaluation for teachers, a performance based reward system, and an extended school day model;
- (e) Provide staff with upfront and ongoing, high-quality, job-embedded professional development related to technology, project based learning, Positive Behavior Support (PBS) and data analysis;
- (f) Support the continuous use of student data including formative, interim and summative assessments to inform differentiated instruction in order to meet the academic needs of students;
- (g) Increase learning time by increasing the length of the teacher's school day, providing additional teaching and learning opportunities after school and on Saturdays;
- (h) Provide ongoing mechanisms for family and community engagement including community project based learning opportunities and increased events on the campus;
- (i) Implement a school wide "response-to-intervention" model;
- (k) Improve student transition from middle to high school through summer freshman academy, parent orientations, and work with feeder middle schools to vertically align curriculum and better prepare students for academic success in 9th grade;
- (l) Institute a common, daily morning planning period for teacher and conduct professional development on how to have effective team meeting time;
- (m) Work with the LEA to institute student, parent and teacher agreements;
- (n) Provide teacher coaching and conduct periodic reviews to ensure that the new NT project based learning curriculum is being taught with fidelity and is having the intended impact on student achievement;
- (o) Partner with feeder middle schools to move overage 8th graders forward in the system to reduce attrition in HS and;
- (p) Identify teacher leaders to serve in a dual administrator/teacher role to support and improve instruction;
- (q) Provide social services on campus;
- (r) Continue to implement and refine the PBS system;
- (s) Provide support on develop processes to assist with the successful implementation of a 1:1 netbook initiative for students.

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

Part 2: Project Management Cont.

Section A: LEA (District) Capacity Responses are limited to **one page each**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.

With the transformation of Sam Houston High School and new association with the New Tech Network, the LEA will support the campus by aligning additional resources. The incorporation of New Tech at Sam Houston will require a technological overhaul for the campus. The LEA will assist by aiding in the acquiring the equipment, software, etc. in a timely manner. This past spring, the campus was already rewired to handle broadband and the much of the necessary technology infrastructure was installed in the building. New white boards and related technological equipment were installed in the math and science classrooms and additional key core classrooms for the campus. The LEA will also assist the campus in designing a process to support the implementation of a 1:1 student computer ratio in the fall 2010.

The Funds Management Department and the Grant Development, Management, and Monitoring Department will be responsible for maintaining fiduciary and financial responsibility for all grant activities. Funds Management will provide the following services for the program: processing and maintaining accounting data for the grant, grant accounting, requesting funds through the automated payment request systems, preparing and submitting written expenditure reports, classifying and reporting the accounting transactions properly, and maintaining grant accounting records. The Grant Development, Management, and Monitoring Department will provide assistance to the Project Manger with developing an implementation plan for the grant activities, assist with revising timelines as necessary, implementing SAISD's management Scorecard to track the progress, and ensure that reports are submitted on time. Funds will be maximized by using the available resources located at each campus to fulfill the requirements of the grant. The District will provide the service of the Research and Evaluation Department (R&E) to assess the effectiveness of the program and to determine if program goals and objectives were achieved.

This project will be supplemental to existing federal, state, and local initiatives. This program complements and extends those already implemented at Sam Houston. In particular, other District initiatives will be combined with local and state monies to cover expenses not covered in part or full in this proposal, including but not limited to support services, tutoring, professional learning, supplies, staff, facilities, technology, and school operations. As such, all activities stated in this application are not supplementary to existing services and neither state, federal, nor local funds will be diverted or decreased for other purposes. Funds will not be used for any services or activities required by state law, State Board of Education, or local policies.

Although Sam Houston needs significant amounts of technology, equipment and professional development to implement this transformation, Sam Houston does contain much of the necessary human resources and facilities infrastructure to carry out all program strategies and activities. In addition to the new leadership and key personnel previously mentioned, existing personnel infrastructure along with the professional development under this grant will allow for the implementation of this campus transformation. Internet connectivity is available at the school allowing for online options for teachers, students and parents as outlined to enhance the curriculum, contribute to the project based model, and increase communication with parents and community partners. The majority of activities outlined in this grant will be held on the school campus during the school day, after school, Saturdays or during the summer months. Facilities and resources at Sam Houston are accessible to disabled visitors and in compliance with ADA regulations.

Community resource providers including Gear Up, Communities in School and the San Antonio Educational Partnership. These groups have all also committed to providing the resources, personnel, and supplies necessary to carry out the goals and objectives of the project. Other sources of in-kind services include community and business leaders serving as mentors and project panel observers. These resources will be garnered by Sam Houston with the support of the LEA's Office of Community and Governmental Affairs as well as the SAISD Foundation.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	<u>015907</u> County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>Mr. Darnell White, principal of Sam Houston High School will serve as the project manager for this grant on the campus. Mr. White has been on campus less that one year and already, the campus has seen the beginnings of radical transformation. For example, with the implementation of a new PBS system discipline referrals were cut in 2009-2010 as compared to the year prior and Science TAKS scores increased twenty five percentage points from 37% in 2008-2009 to 62% in 2009-2010. Since Mr. White’s arrival, Sam Houston High School has moved from academically unacceptable to academically acceptable by the state for 2010 accordingly to preliminary test results. Sam Houston has failed to meet state standards all but two years since the current rating system was put in place in 2004.</p> <p>Mr. White will also be assisted in this transformation process by his campus cabinet which includes a new academic dean and two new Campus Instructional Coordinators (CICS) in the 2009-2010 academic year. A listing of Mr. White’s experiences and additional qualifications follow.</p>		
Darnell White, Principal		
<ul style="list-style-type: none"> • Masters Degree • 15+ years educational experience • Increasing school leadership responsibility since 1999 • Valid principal certification • Valid teaching certifications • Professional Development Appraisal System Certificate by the Texas Education Agency • Provides instructional leadership, resources and materials to support teaching staff in accomplishing instructional goals and ensures that program activities are related to program outcomes • Determines and builds a common vision with staff for school improvement • Directs planning activities and implements programs collaboratively with staff to ensure attainment of mission • Defines expectations for staff performance, records observations and conducts evaluation conferences with all staff • Makes recommendations relative to personnel, placement, transfer, retention, promotion and dismissal • Complies with LEA policies as well as state and federal laws and regulations affecting the schools • Develops and administers the budget based upon documented program needs, estimated enrollment, personnel and other fiscal needs, implements programs within budget limits, maintains fiscal control; accurately reports fiscal information • Provides leadership in addressing challenges • Pursues professional development activities, disseminates ideas and information to other professionals 		
Additional Transformation Related Experiences and Accomplishments		
<ul style="list-style-type: none"> • Hired as the Principal of Sam Houston High School less than a year ago • At Leal Middle School, responsible for leading that school from low performance to almost recognized in less than three years • Professional Development and Appraisal System (PDAS) • Instructional Leadership Training (ILT) • Crisis Prevention Intervention(CPI) Trainer of Trainers; served as Crisis Prevention Intervention (CPI) trainer for all district staff in Harlandale ISD 		

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by telephone/e-mail/FAX on <u>9-2-10</u> by <i>R Willis</i> of TEA.		

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

Part 2: Project Management Cont.

Section A: LEA (District) Capacity Responses are limited to **one page each**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.

The LEA plans to hire a District Shepherd to guide the process and success of immediate implementation of the transformation model for Sam Houston High School. The responsibilities of the District Shepherd person will include but are not limited to the following:

- Provides leadership in addressing challenges and barriers to successful implementation;
- Communicate LEA, federal, & state legal requirements related to campus and community stakeholders;
- Articulate the transformation goal in the area of academic success;
- Ensure that the District Shepherd has a communication line to the Superintendent and Area Director;
- Assist in the planning and implementation for restructuring;
- Assist in program evaluation;
- Provide guidance, assistance and ongoing support to the campus in the development and implementation of the their campus plans;
- Coordinate and support implementation of LEA's standards;
- Collaborate with businesses, universities and regional service centers;
- Provide staff and parents with the latest developments and information related to curriculum improvements;
- Assist with the connection to feeder schools;
- Participate in city revitalizations efforts in the surrounding neighborhood;
- Support the New Tech High school model and communicate with New Tech High representatives;
- Negotiate with District staff and leadership regarding necessary adaptations of policy including but not limited to policies in the area of hiring, evaluation, and technology;
- Support the creation of marketing materials and the development of the marketing plan to support the transformation model;
- Assist in the selection and utilization of external providers;
- Assist with formative, interim and summative assessments;
- Ensure that the campus staff is given the time needed to participate in professional development activities
- Ensure transparency in the transformation process;
- Celebrate small and large successes on the campus, in the district and with parents and the community on a regular basis;
- Support to traditional feeder middle schools in increasing academic achievement and success;
- Support and monitor parent and community involvement; and
- Assist with ongoing needs assessment and the refinement of timelines to meet performance measures.

The District Shepherd will work closely with the Principal (Project Manager) and will have access to the Superintendent and Area Director as needed to support the campus improvement efforts. The District Shepherd will also work closely with the Grants Department to ensure the accomplishment of articulated performance measures and related benchmarks, ensure grant compliance, monitor grant activities, and assist with the LEA's grant scorecard system.

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<p>by telephone/e-mail/FAX on _____ By _____ of TEA.</p>	<p>School Years 2010-2013</p>	<p>_____ Amendment No.</p>

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

Part 2: Project Management Cont.

Section A: LEA (District) Capacity Responses are limited to **one page each**, front side only, with a font size no tersmaller than 9 point (Arial or Verdana).

Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.

This immediate transformation model allows for significant reform of the campus in a considerably short amount of time. Having selected the immediate timeline for implementation of the model, Sam Houston is on track to meet its transformation goals over the next three years. Throughout this process, it is important that Sam Houston and the LEA realize that meeting performance goals and implementing all of the described activities within the three year timeline although significant, is not an ending place. Implementing this campus plan and meeting the performance measures outlined in this proposal, is simply a point in Sam Houston's ongoing adjustment aimed at meeting even higher goals.

With a new principal at the helm, key staff in place to assist in the transformation, external providers brought in to guide, monitor and influence the process, technology and curriculum implemented and significant professional development having been invested in the newly hired and recommitted staff, this transformation will be sustained. Knowing that staff buy in and training is critical to the ongoing success of any transformation, a system will be put in place to conduct on boarding and coaching for staff hired in the final year of the grant and after the grant period ends. This process will begin with recruitment and will involve on boarding, coaching, and professional development by the CICs for new teachers and by the Campus Leadership Team for additional new personnel to ensure that all new personnel understand the school's vision and have the knowledge necessary for its successful implementation.

Best practices demonstrate that the active involvement community leaders, political leaders, School Board, LEA staff and school leadership and faculty in the design of a transformation model from the planning stages leads to greater sustainability (Cawelti & Protheroe 2007; Murphy 2007). For Sam Houston, stakeholders have been involved since the exploration phase. Sam Houston's transformation plan outlines multiple activities which will engage community partners in significant and meaningful ways that can easily be maintained well after the grant period including but not limited to: participation in Friends of Sam Houston, participation in community project based learning, and serving as mentors. In addition, the Sam Houston model requires the active engagement of students and parents that will transform the school climate and produce a cultural shift that will be sustained through both policy and practice.

The LEA and the school will ensure that there is not just a new mindset, but also new accompanying behaviors to make sustainability possible (Redding 2007a). For example, the extended school day, common planning times, a campus data room and the systematized use of data to drive instruction will ensure the continued collection and use of data and the dedicate time needed for data analysis and team planning through routine and ongoing means.

Many of the resources needed to implement this new model have declining costs over the three year period. For example, the initial start up costs associated with establishing a New Tech High program diminish significantly after three years. Planning for reduced resources and being able to maintain activities with continued costs will be critical to ongoing success. Where it is determined that financial resources need to be added, the Friends of Sam Houston, community partners, local businesses and San Antonio ISD Foundation will be utilized. Additionally the school and the LEA will make contingency plans for threats to the sustainability of the model during the three year implementation process.

Sustainability will also occur as a result of the LEA's commitment to continue the following: ongoing, high-quality, job-embedded professional development; utilization of a performance based teacher evaluation; continuation of an extended school day; continuous LEA parent/community initiatives; and ongoing intense technical assistance.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	<u>015907</u> County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	_____ Amendment No.

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

Part 2: Project Management Cont.

Section A: LEA (District) Capacity Responses are limited to *one page each*, front side only, with a font size no smaller than 9 point (Arial or Verdana).

External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.

The LEA has a comprehensive process which ensures the quality of external providers over \$25,000. The LEA creates and publicizes a formal request for proposals. In the area of recruitment, the LEA will create conditions to attract multiple applicants including, but not limited to the following: clearly defined rationale for hiring; adequate resources; aggressive but achievable goals; a transparent process; and appropriate levels of marketing at local, statewide and national levels.

Once applications are received, the LEA effectively assesses contractor's organizational and financial ability to perform the defined, necessary scope of work. The LEA and school will work together in a timely process to set the roles and responsibilities, performance expectations and consequences for failure to meet expectations that can be articulated to external providers during the recruitment process.

The LEA will undergo a rigorous evaluation of the potential partner's capacity during the screening process looking at the partner's capacity, experience and record of successes and failures. The modified process that is developed will be transparent and will engage the LEA, the school and community stakeholders. Minimally, the process will involve a written application, due diligence to confirm the track record of the applicant, and in person interviews.

Upon selection of the external providers, the LEA will support, but not micro-manage the providers. The LEA will be involved in ongoing monitoring of the external provider to support success. Additionally, the LEA will have developed consequences for failure and with ongoing monitoring, and will not hesitate to implement those consequences if needed.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	<u>015907</u> County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	_____ Amendment No.

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

Part 2: Project Management Cont.

Section A: LEA (District) Capacity Responses are limited to **one page each**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.

LEA and campus staff, students, parents and community researched various intervention models and determined that the New Tech High model and its technology focused project based learning model offered the best curriculum to implement along with the overall transformation of the campus. LEA and campus staff researched many New Tech Network High Schools and visited the New Tech High School in Manor, Texas. Similar to Sam Houston High School, Manor New Tech High serves a 33.7% African American population and a 53.3% Hispanic population with 71.7% of its students classified as economically disadvantaged. The informative site visit confirmed that this intervention model could be effective with the Sam Houston student population and would serve the campus needs.

From the site visit to Manor New Tech High, the LEA and campus staff identified the New Tech qualifications, instructional components, and physical arrangement needed to make a successful program. The site visit also allowed for the team from Sam Houston to observe the mechanism of parent and community engagement, the integration of technology based support as a part of an instructional program, and New Tech's approach to improving student climate. Further, the visit allowed to the Sam Houston and LEA staff to see how a 1:1 computer: student networked computer ratio can be successfully implements and radically change the campus climate and student engagement in the classroom. Additionally, while on the site visit, the LEA and campus investigated the essential elements of additional support & professional development necessary for teachers to implement effective strategies which support students in the technology focused project based learning model of instruction. Since Manor New Tech has a Science, Engineering, Technology and Math (STEM) program, Sam Houston was able to see how well the Manufacturing, Engineering and Technology (MET) would tie to the New Tech High Model. The San Antonio team was continuously impressed with the high level of student engagement in the classroom and the excitement for learning that students expressed openly.

Although the site visit to New Tech High of Manor, Texas was extremely beneficial, Sam Houston High School would like to bring a team of eight to visit the Akins New Tech High in Austin, Texas during Fall I of this grant period. Representatives from Sam Houston have contacted the New Tech Network to let them know of the interest in this site visit and they will be able to coordinate a site visit in fall 2010. Akins New Tech High was selected because its demographics are similar to Sam Houston High School and Akins has had significant success in areas that Sam Houston plans to make significant improvements including: academic performance, attendance, completion and teacher quality. Akins New Tech High is 18% African American and 53.7% Hispanic with 62% of the students classified as economically disadvantaged.

Akins New Tech high is a New Technology Demonstration High School. Demonstration High Schools have been certified for implementing the model with high levels of fidelity. As a Demonstration High School, Adkins has also seen the most notable levels of increased student achievement. Akins has steadily increased TAKS scores over the past four years and has a completion rate of 88%. During the site visit to Akins New Tech High the team from San Antonio will be able to further investigate what key activities, systems and personnel led to their increased achievements. The team will examine the types of job-embedded professional development necessary to ensure the fidelity of the curriculum. Further, Akins New Tech High boasts a 95.5% average rate of attendance for 2008-2009. With an 88.7% average attendance rating for the 2008-2009 academic year, Sam Houston has identified increasing attendance rates as a high priority need. The Sam Houston team expects to gain additional insight into means of improving attendance through this site visit. Additionally, the team will be able to discuss best practices for involving the parents of African American and Hispanic students in this model and any potential barriers that need to be addressed.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>015907</u> County-District No. _____ Amendment No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		

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

Part 2: Project Management Cont.

Section A: LEA (District) Capacity Responses are limited to *one page each*, front side only, with a font size no smaller than 9 point (Arial or Verdana).

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

San Antonio ISD is an urban school district with a historically declining student population, extremely expensive historic buildings, and in the process of a major district wide restructuring plan which is being developed through widespread community, LEA and campus involvement. With such efforts in place, San Antonio ISD (SAISD) does not want to implement significant changes in schools where the district is not certain of the school's continued operation, nor in schools where the community has not had significant, positive investment. In short, SAISD does not want to attempt to implement a transformation model on a campus where the LEA could not ensure that it would be successful.

Accordingly, SAISD is only submitting two applications to TEA under the TTIPS Grant for Tier I schools in SAISD. Although SAISD has four eligible high schools under Tier I, the LEA understands the front end requirements that selecting one of the four transformation models entails as well as the commitment needed over the next three years for its successful implementation. The requirements necessary are not only of the LEA, but also of the local community in order to implement a model that will be successfully.

SAISD believes that the necessary preliminary work has been conducted to position the LEA to implement successful transformation at Fox Tech High School and Sam Houston High School, but is aware that that the same is not true of the other two eligible Title I schools: Navarro High School and Lanier High School.

SAISD is not applying to serve Navarro High School under the Texas Title I Priority Schools Grant. Although Navarro is a Tier I school, Navarro is a non-traditional high school of choice. Navarro enrollment is just under 200 students. The school is open to any student in San Antonio ISD and has flexible hours, from 8:30am to 8:30pm. The school has individualized courses, and since many of the students enrolled have children, there is a day care center on site. Navarro meets many of the complicated needs of the specific student population it is determined to serve. Although change is needed in some capacity, the LEA is not prepared to move forward with one of the four transformation models for this campus.

SAISD is also not applying to serve Lanier High School under the Texas Title I Priority Schools Grant. Lanier High School fits a more traditional high school model. It is located on the west side of San Antonio and has served high school students since 1929. Lanier boasts an enrollment of approximately 1400 students. Their mascot is a Vok which is short for a vocational student as Lanier was San Antonio's first vocational high school. A gear emblem represents the Voks symbolizing a smaller part of a big machine which without that would not be able to function, analogous to a vocational student entering society and the workforce. Lanier has numerous traditional vocational programs including culinary arts and auto mechanics (87% of the students are enrolled in career or technical education). Given the long history of the school, the alumni, school board and community have strong opinions about what should ultimately happen there. Although changes are expected at Lanier High School in the foreseeable future, the LEA, the community and the campus are not yet prepared to implement drastic transformation. Accordingly, SAISD is not applying for TTIPS funding for this campus.

SAISD does believe that the necessary, wide-scale preliminary work has been conducted to position the District to implement successful transformation models at Fox Tech High School and Sam Houston High School beginning in the summer of 2010. Accordingly, SAISD has not only selected to implement a transformation model at both of these campuses, but SAISD has also selected to implement the immediate transformation timeline for both campuses.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	<u>015907</u> County-District No.
by telephone/e-mail/FAX on _____ By _____ of TEA.	School Years 2010-2013	_____ Amendment No.

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

Part 3: Intervention Model

Section A: Intervention Model Selection Process

Intervention Model to be Implemented – Indicate the model(s) being *considered* 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.

- Turnaround
 - Closure
 - Restart
 - Transformation
 - Tier III Modified Transformation
 - TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center
 - Supplemental Education Services (SES) incorporated into the intervention model
- 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.*
- The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE

Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	015907 County-District No.
by telephone/e-mail/FAX on _____ By _____ of TEA.	School Years 2010-2013	_____ Amendment No.

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

Part 3: Intervention Model

Section B: Model Selection Process –Describe in detail:

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

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

The comprehensive needs assessments conducted and the data reviewed over this last year identified both assets for Sam Houston High School to build on and deficits for the campus to address. With these assets and deficits in mind, the campus set to select a school intervention model that aligns with both. Having held numerous community meetings regarding possible restructuring and school closures, the LEA knew that the closing Sam Houston was not an option the San Antonio community could support.

In selecting a school intervention model and having ruled out the closure model, the LEA first examined school leadership. As noted in a December 2009 LEA Community Survey of Sam Houston which involved over 390 parents, students and community members, *qualified principal* was rated as the most important attribute for the school to be able to provide for student success. At the same time, in a survey conducted six months after the appointment of a new principal, 67% of community members surveyed believed that Sam Houston High School was headed on the right track. Consequently, the LEA knew that a school intervention model selected needed to allow room to support the new principal and yet provide the framework to implement bold changes.

Seventy-seven percent of the 100 parents surveyed in the LEA's Community Survey expected their son or daughter to pursue education after high school. Accordingly, the campus needed to pick a transformation model that supported students in becoming both career ready and college ready. The Association for Career and Technical Education (ACTE) speaks to the need to produce students who are both career ready and college ready. ACTE defines career ready as having: 1) core academic skills and the ability to apply those skills to concrete situations; 2) employability skills such as critical thinking, team work, responsibility and technology use which are needed in all professions; and 3) technical, job specific skills related to a specific pathway. ACTE also cites a 2006 Report "Are They Ready for Work?" in which employers identified critical thinking/problem solving, information-technology application, teamwork/collaboration, creativity/innovation and diversity as the top five needed employability skills. The transformation model to be selected for Sam Houston would need to build both sets of skills.

A growing body of academic research supports the use of project-based learning (PBL) in schools as a way to engage students, cut absenteeism, boost cooperative learning skills, and improve test scores (many of the deficits note for Sam Houston). Those benefits are enhanced when technology is used in a meaningful way in the projects. Most noted is Boaler's 1997 comparative and controlled study of math achievement in two British secondary schools, one using project based instruction and one using more direct, traditional instruction found significant increases in understanding and standardized achievement data in mathematics. Boaler found that students at the project-based school did better than those at the more traditional school both on math problems requiring analytical or conceptual thought and on those considered rote. Three times as many students at the project-based school received the top grade achievable on the national examination in math.

Research shows that students who have traditionally disengaged from the learning process can become engaged through this model (Jones et al 1997). Others have noted that students who are low performing in a traditional teaching model may be a better match for PBL (Rosenfield & Rosenfield 1998). The Academy for Educational Development has shown PBL to positively influence school climate and student motivation (ELOB 1999a). That same report also concluded that PBL promoted structural changes that support interdisciplinary PBL curriculum. Such evidence reveals that PBL could help transform not just the academic but also additional areas of concern for the campus identified during the needs assessment including attendance and discipline as.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>015907</u> County-District No. _____ Amendment No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		

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 campus already had an asset in the Manufacturing, Engineering and Technology (MET) program housed at the campus. Project based learning could also enhance this program, but the campus recognized the need to increase the use of technology as a skill for students to be career and college ready in these fields, as well as a tool to improve the quality of instruction.

Supporting the use of project-based learning infused with technology, a 1999 study by the Center for Research in Educational Policy at the University of Memphis and University of Tennessee at Knoxville found that students using the Co-nect program, which emphasizes project-based learning and technology, improved test scores in all subject areas over a two-year period on the Tennessee Value-Added Assessment System (Ross et al 1999). Additionally, the Co-nect schools outperformed control schools by 26 percent. Comparable gains were reported for Co-nect schools when compared to district averages for Cincinnati Public School in a separate independent evaluation (Cincinnati Public Schools, 1999). Additionally, programs in Texas, such as Ysleta ISD, are reporting initial success with technology-infused project-based instruction. Conventional wisdom has held that using technology in project-based learning makes the environment more authentic for students because it provides access to data and information, expands interaction and the ability to collaborate with others via networks and other web-based systems (Krajcik et al 1994).

Since 1996, ROCKMAN ET AL, an independent research firm in San Francisco, California, has studied the impact of widespread use of laptop technology on teaching and learning. In a 2004 study of students of a 1:1 student laptop initiative in Hawaii positive results that mirrored many other reports included: increased learning; increased quality of student work; increased access to information; and high student engagement with material. Through both observation and feedback from laptop-using teachers and students, researchers have also documented that laptops assist in the transition from lectures and other teacher-centered forms of delivery to lessons that are more collaborative and project-oriented. Researchers note that in this model teachers become facilitators in project-oriented classrooms, with students increasingly assuming the role of directors of their own learning.

Although Sam Houston was heavily interested in implementing a new curriculum that embraced significant technology and implementing a 1:1 student laptop ratio, the campus also recognized the need for high teacher quality to implement such a curriculum, the need for increased professional development in technology as indicated in the campus STaR technology evaluation, and the need for lower teacher:student ratios to implement this curriculum effectively. Through the LEA Community Survey it was evident that ensuring *qualified teachers* (which rated number two in the most important attributes for the school to provide for student success) are critical and yet, the school's academic data, walkthroughs and assessments did not demonstrate that level of teacher quality. Accordingly, Sam Houston looked for a model that included significant professional development and has included methods for increased levels of professional development throughout the program design and implementation, beginning as early as summer 2010.

Given this research and the needs of students at Sam Houston, the principal and leadership team searched for viable project-based learning models that incorporated technology and offered significant means of support for implementation. Research regarding the New Technology Network (NTN) demonstrated promise for high schools like Sam Houston. In spring 2009, NTN conducted research into the impact of its model on student achievement across network schools. Specifically, this study examined 2007-08 state test results and other indicators such as graduation rates and attendance where data were made available. A total of 33 New Tech schools that opened prior to 2008 were included in the analysis for this study. Of the 2007-2008 NTN schools reported, the majority of students enrolled in these campuses are of a minority background (21% African American and 39% Hispanic), while the majority is economically disadvantaged (53%). Additionally, the majority of the schools are in urban settings (37%). Achievement data was collected for each site and analyzed in relation to results from comparison schools and respective districts.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>015907</u> County-District No. _____ Amendment No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		

**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).

Students attending New Tech schools tended to show high levels of achievement on their 2007-08 state Reading test. Two thirds of the New Tech schools outperformed the comparison schools and slightly more than half surpassed the districts' rates in 9th grade Reading. On the Algebra state tests, more than half (56%) of the New Tech schools surpassed the pass rates of their comparison schools and one quarter of the New Tech sites surpassed their respective district averages. In addition, the New Tech Demonstration Sites (those schools with the highest levels of implementation in the areas of technology, curriculum, program, facilities, partnerships, professional development, and staffing) evidenced higher levels of achievement, particularly in Reading. Eight of the 9 certified sites studied surpassed their respective comparison schools and districts in Reading. Half surpassed their comparison schools by double digit percentages. Moreover, all but one certified school surpassed their comparison schools in Math achievement.

As expected, there is a relationship between fidelity of implementation of the New Tech model and student achievement results. Those schools meeting most or all of the model's commitment criteria tended to demonstrate achievement patterns in Reading and Math that surpassed comparison school and district averages. In contrast, schools with the lowest percentages of criteria met often had lower achievement rates. In particular, schools with lower state test results often failed to implement particular criteria, such as one-to-one technology, implementation of project-based learning, or the use of PeBL. Accordingly, the activities outlined for implementation of the Sam Houston transformation model demonstrate a strong commitment to meet the high criteria established by the New Tech Network in the areas of technology, curriculum, program, facilities, partnerships, professional development, and staffing. Much of the support for that implantation is provided by New Tech Network staff.

New Tech Network is mapping model fidelity to include key milestones and benchmarks to assist high schools in effective implementation. As they are developed, these benchmarks will be incorporated into the performance goals for the transformation model. New Tech Network is also aligning its definition of achievement with the model's vision, including adoption of college success indicators and measures of 21st century skills. In 2009-10, they piloted the Council for Aid to Education's *College and Work Readiness Assessment* to measure our students' critical thinking, written expression, and problem solving skills which will also be available to New Tech campuses. Understanding the importance of college and career readiness for Sam Houston students, the campus plans to implement this assessment as it becomes available.

Because project based learning must be realistic and focus on authentic problems where the solutions have the potential to be implemented (Gordon 1998), Sam Houston is working to engage the community in significant ways in the development, evaluation and implementation of the projects. Additionally, this involvement supports the high interest from the business community (two thirds or 64% of the businesses surveyed indicated a willingness to partner with Sam Houston High School). This model will allow for community and parent review panels to be involved in the interim and summative evaluation of student projects.

The model selected also encourages increased levels of parent involvement through the above mentioned review panels and by additional means. Parental involvement has been strongly emphasized among educators and policymakers concerned with the achievement-gap between African American and White students. Research has consistently shown low levels of parental involvement for racial and ethnic minorities in the school setting (Sui-Chu & Willms, 1996). In our own LEA Community Survey, parents, and community members rated *parent involvement* as an important attribute of student success (4.19 on a 5 point scale). The important role of parents in the promotion of positive educational outcomes for children has long been acknowledged by researchers and policymakers alike (Epstein, 1987). This New Tech web portal system contains student and parent portals, which create new web education networks, which can open the door to broader changes. Parents become more engaged because they can monitor their children's attendance, punctuality, homework and performance, and can get tips for helping them at home. Teachers can also share methods, lesson plans and online curriculum materials.

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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).

Thomas (2000) highlights that for project-based learning (PBL) to be effective, projects are central to the curriculum and in fact are the curriculum. He further explains that in this model, students encounter and learn central concepts via the project. Accordingly, during the summer, 2010, the LEA's C&I department is conducting training on project based learning and the campus is working to develop a technology infused PBL that is both horizontally and vertically aligned. The Professional Development needed to effectively implement this model of instruction is immense. Accordingly Sam Houston has incorporated the immediate implementation of a common planning period where teachers can share best practice and develop their skills daily. Additionally the implementation of this model involves identified Teacher Leaders as well as CICs serving as instructional coaches and the increased use of classroom walkthroughs by campus leadership. The model also involves the use of ongoing teacher initiated formative assessments (enhanced by technology) that allow for immediate feedback so that data-driven instruction can be implemented on a consistent basis.

The timeline below further outlines the implementation for the transformation model that Sam Houston has selected for immediate implementation noting that each the 90 action plan will be reviewed and a new action plan will be written.

Completed to Date

- Comprehensive Needs Assessment
- Identification of Community Partners
- Identification of Teacher Leaders
- Development of job-embedded professional development for summer, fall and spring
- Implement technology infrastructure for building, purchase computers for 1:1 ratio, install white boards

Summer 2010

- Attend Summer Seminar July 12- July 15
- Complete First 90 Day Action
- Work with HR on extended day
- Develop roll out plan for 1:1 laptop initiative
- Participate in Professional Development including: white board training, PBS, project based learning
- Attend Kilgo training on TEKS based data analysis
- Begin hiring process for staff and external providers under this grant

Fall 2010

- Continue Implementation of Positive Behavior System
- Develop Plan to Recruit and Retain Quality Staff
- Implement daily common planning period
- Work with HR on extended day, recruitment incentives and teacher contracts
- Begin providing enhanced social support services: attendance monitoring, home visits, on campus presence, community partner involvement on campus
- Teacher Leaders and CICS collect observational data through frequent walkthroughs, teacher coaching, hyper-monitoring and common planning time
- Begin daily afterschool and Saturday assistance program
- Begin hosting series of parent and community events on campus
- Sign New Tech Network Agreement

Spring 2011

- Review PEIMS and analyze PBS program
- Begin Online course with TEA

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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).

Spring 2011 continued

- Implement targeted PD from Teacher Leaders and CIC observation and student data
- Celebrate fall successes
- Conduct parent and community outreach
- Principal participates in 4-Day NTN Principal Residency
- Present NTN Launch Plan to Community Team and Stakeholders
- Teachers participate in 2-day Staff Shadowing at a NTN High School

Summer 2011

- All school staff participate in 5-Day New School Training through NTN
- Attend TEA Summer Seminar and NSDC Summer Conference
- Review and Revise Professional Development Plans
- NTN Coaches visit Sam Houston for professional development
- Review and Revise Needs Assessment
- Develop Plans for classroom interventions for PBS

Fall 2011

- Implement full New Tech High curriculum model
- Implement Performance Based Evaluation system
- Begin Action Research Projects
- Implement Revised and Updated Professional Development
- Implement classroom level PBS interventions
- Continue online courses

Spring 2011

- Continue on line learning
- Teacher Leaders collect data on Action Research Projects
- Review Behavior data and evaluated effectiveness of PBS interventions

Summer 2011

- Teacher Leaders present initial findings on action research projects
- Conduct intense data review and process evaluation
- Attend summer seminar

Fall 2012

- Re-adminster campus snapshot

Spring 2013

- Finalize research projects
- Collect data for PBS evaluation

Summer 2013

- Present action research
- Conduct intense data review and process evaluation
- Create sustainability plan
- Develop plan to continue to use Teacher Leaders as an instructional resource

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

Part 3: Intervention Model

Section C: Groups of Participants - List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.

1	LEA School Board
2	LEA Administration
3	Campus Leadership Team (Principal, Dept. Chairs, Student, Parent Community and Support Staff Reps)
4	Students
5	Parents
6	Community Stakeholders
7	Student Advisory Group
8	Parent Advisory Group
9	Sam Houston HS Cabinet (Administration, CICs, Counselors)
10	Feeder School Principals

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline

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.

- 1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math
 - A. Data-driven instruction
 - B. Curriculum Alignment (both horizontal and vertical)
 - C. On-going Monitoring of Instruction
- 2 – Increase the Use of Quality Data to Drive Instruction
 - A. Data Disaggregation/Training
 - B. Data-driven Decisions
 - C. On-going Communication
- 3 – Increase Leadership Effectiveness
 - A. On-going Job Embedded Professional Development
 - B. Operational Flexibility
 - C. Resource/Data Utilization
- 4 – Increase Learning Time
 - A. Flexible Scheduling
 - B. Instructionally-focused Calendar
 - C. Staff Collaborative Planning
- 5 – Increase Parent/Community Involvement
 - A. Increased Opportunities for Input
 - B. Effective Communication
 - C. Accessible Community Services
- 6 – Improve School Climate
 - A. Increased Attendance
 - B. Decreased Discipline Referrals
 - C. Increased Involvement in Extra/Co-Curricular Activities
- 7 – Increase Teacher Quality
 - A. Locally Developed Appraisal Instruments
 - B. On-going Job Embedded Professional Development
 - C. Recruitment/Retention Strategies

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1.A.	Improve Student Achievement in Reading/ELA	Utilizing data-driven instruction to focus on student needs through differentiated instruction	Effective Implementation of School Improvement Grants	August 2010	June 2013
1.A.	Improve Student Achievement in Mathematics	Utilizing data-driven instruction to focus on student needs through differentiated instruction	Effective Implementation of School Improvement Grants	August 2010	June 2013
1.c.	All teachers will participate in a common teacher planning period daily from 8:00-8:45am	Common planning periods allow teachers to share best practices, improve teaching strategies and align curriculum	Results in improved teaching strategies which result in better student outcomes (The Principal's Partnership – Union Pacific Foundation)	January 2011	June 2013
1.a.	Institute a 1:1 computer ratio for students	Students need computer access to utilize the new curriculum fully	1:1 laptop initiatives demonstrate increased learning and quality of work (ROCKMAN 2004)	August 2010	June 2013
1.a.	Seniors will participate in the Chem Bridge program in conjunction with UT Austin.	Upon completion of the course exam, students will receive college credit.	Effective Implementation of School Improvement Grants – Thematic Learning Communities	August 2010	June 2013
1.c.	CIC's, Teacher Leaders and campus Leadership Team will conduct regular walkthroughs	Walkthroughs re-enforce attention to school improvement can assess use of best practices	Achievement Strategies, Inc. 2010	August 2010	June 2013
1.b.	Special education and dyslexic students will use Read 180, Voyager, and Fast Forward.	To promote reading skills.	Voyager research and results	August 2010	June 2013
1.b.	A Course Syllabus will be created for every course	Ensuring curriculum alignment and student understanding of expectations	Best Practices from Site Visits	August 2010	June 2013
1.a.	Data reports will be used to evaluate the effectiveness of instructional delivery	From data, teachers will be required to collaborate, develop intervention plans to addresses instructional gaps identified.	Best practices in data driven instruction	August 2010	June 2013
1.a.	Staff will attend PD in Sheltered English Instruction	Comprehensive Needs Assessment	PD should be aligned with school vision and improvement goals (Darling-Hammond 2009)	August 2010	Spring 2011

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1.a.	After all formative mini assessment and district benchmark assessment, students will add results to Storm Folders	Students and teachers are better able to follow students' progress	Formative assessments allow for minor adjustments to be made to enhance understanding National Center for Fair and Open Testing 2007	Fall 2010	June 2013
1.a.	Students will participate in one-on-one conferences to review TAKS and Interim data and identify strengths and weaknesses	Increases communication and sets expectations	Best Practices from Site Visits	Fall 2010	June 2013
1.a.	Utilize immediate daily formative assessments in science and math through active response	New white board technology will allow teachers to adjust teaching immediately	National Center for Fair and Open Testing 2007	Fall 2010	June 2013
1.b.	Integrate a technology infused Project Based Learning Program across the curriculum	Necessary for New Tech Network design	Ross et al 1999	Fall 2010	June 2013
1.a.	Selected SHHS Seniors will participate in a dual credit Mathematics and Pre-Engineering course in conjunction with the UTSA and CPS Energy	Efforts to expose students to more rigorous coursework of a collegiate environment - students will receive college credit upon completion	Effective Implementation of School Improvement Grants	June 2011	June 2013
1.c.	Develop a system for performance based evaluation and pay	Serve to monitor performance and improve student achievement	Vigdor 2008 in Effective Implementation of School Improvement Grants	August 2010	June 2011
1.c.	Institute a system for performance based evaluation and pay	Serve to monitor performance and improve student achievement	Vigdor 2008 in Effective Implementation of School Improvement Grants	August 2011	June 2013

Add additional pages as needed.

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By telephone/e-mail/FAX on <i>9-2-10</i> By <i>R Willis</i> of TEA.	School Years 2010-2013	Amendment No.

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2.a.	All SHHS teachers will participate in PD on use of I-Data Portal and Edusoft	I-Data Portal is used to access student TAKS data and Edusoft to grade and chart result of formative assessments	PD should be aligned with school vision and improvement goals (Darling-Hammond 2009)	August 2010	June 2013
2.a.	All SHHS teachers will participate in PD, the Curriculum Management System	The Curriculum Management System allows access district curriculum guides	PD should be aligned with school vision and improvement goals (Darling-Hammond 2009)	June 2010	June 2013
2.c.	SHHS will work with the LEA to overhaul the campus website	In order to make the web site a true communication tool for the internal and external community	Best Practices from Site Visits	August 2010	June 2011
2.a.	All teachers will utilize The Collaborative Learning Environment PeBL™, a suite of web-based technology tools	Allows for classroom management, authentic assessment, document and communication management 24/7	Best Practices from Site Visits and New Tech Network research	January 2011	June 2013
2.c.	All teachers and staff will utilize Microsoft Outlook	Enhance scheduling and communication	Best Practices from other SAISD Schools	August 2010	June 2013
2.a.	Teacher Leaders will provide coaching for teachers on data disaggregation and using data to inform	Identified need from teachers	PD should be aligned with school vision and improvement goals (Darling-Hammond 2009)	August 2010	June 2013
2.b.	Teachers will collaborate daily and implement the RtI process for students in need of intervention	Allows for a team approach to what is happening and tiered instruction	USDE 2009 in Effective Implementation of School Improvement Grants	August 2010	June 2013
2.a.	After all formative mini assessment and District benchmark assessment, students will add results Storm Folders	Student data will all be in one place, accessible to the students and reviewed regularly	Current Effective Practice to be enhanced	August 2010	June 2013
2.b.	Utilize the Student Instructional Profile to conduct one-on-one conferences	Increases communication and sets expectations	Best Practices from Site Visits	August 2010	June 2013
2.A.	CICS and Teacher Leaders will participate in TEKS based data analysis	Improve data disaggregation skills and be able to coach others through Kilgo training	Feedback from other ISDs	June 2010	June 2013

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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 3: Increase Leadership Effectiveness

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3.a.	Provide face to face and telephone coaching for the new principal by New Tech Staff	The new principal has been in place less than one year and is under going a radical transformation process	Coaches can be a key element in the professional development of principals (ERC 2000)	August 2010	June 2013
3.a.	Principal will participate in the New Tech Leadership Institute for new directors	Institute is to develop the School Launch Plan for the New Tech Network PBL curriculum	PD should be aligned with school vision and improvement goals (Darling-Hammond 2009)	January 2010	June 2010
3.a.	New Tech Network will provide unlimited telephone and email support for directors	Support is in the areas of planning, teacher development, and technology development	Coaches can be a key element in the professional development of principals (ERC 2000)	January 2011	June 2013
3.a.	Attend Summer TEA Seminars	Learn and share best practices for school improvement models	PD should be aligned with school vision and improvement goals (Darling-Hammond 2009)	June 2010	June 2013
3.a.	Provide PD to assist Teacher Leaders (Department Chairs)	To gain in-depth knowledge and skills needed to support teacher growth	PD should be aligned with school vision and improvement goals (Darling-Hammond 2009)	June 2010	June 2011
3.a.	Provide PD for Teacher Leaders on Coaching	To maximize the potential of these leaders as well as prepare them to become instructional coaches	Coaching is an effective means of job embedded, on-going PD (Hargeaves & Fink 2006)	August 2010	June 2013
3.c.	All Teacher Leaders will conduct regular walkthroughs each week	Information will be used to drive ongoing professional development	Achievement Strategies, Inc. 2010	August 2010	June 2013
3.a.	Leadership Team will meet regularly twice a month to monitor school improvement progress	Regular meetings are critical to implementing improvement strategies an assessing progress	Effective Implementation of School Improvement Grants - Establishing Team Structures	August 2010	June 2013
3.b.	Principal and District Shepherd with encourage operational flexibility	Operational flexibility is necessary to meet many of the established goals	Effective Implementation of School Improvement Grants	August 2010	June 2013

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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 4: Improve Learning Time

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4.b.	Extend work day to 8-4:15pm	To increase teacher planning time and extend the school day	Effective Implementation of School Improvement Grants	August 2010	June 2013
4.c.	Teachers meet twice a week by departments during common planning time	Department planning sessions need to be offered during the regular school day	Effective Implementation of School Improvement Grants – Retaining Staff	August 2010	June 2013
4.b.	Host tutorial program on TAKS objectives and targeted TEKS. M-Th 4:20 to 5:20	Many students need additional teacher led time on campus outside the regular school day.	Lee, 2001	August 2010	June 2013
4.b.	Creation of block schedules with eight 94 minute period every two days	To add more time to the learning day	Public policy Institute of California 2005	August 2010	June 2013
4.b.	Students will use the Agile Mind, Class Zone, Geometers Sketchpad, Quizdom, and PLATO	Allow practice of TEKS objectives not mastered and they are available to students to access on line at any time	New Program implemented in 2009-2010 with proven success to continue	August 2010	June 2013
4.a.	9 th and 10 th grade students who have not passed previous years TAKS will have an additional math course	The course will emphasize a deeper knowledge-based learning of weak math concepts	New Program implemented in 2009-2010 with proven success to continue	August 2010	June 2013
4.b.	Writing workshops will be conducted with 9 th and 10 th grade ELA classes	Workshop will target student weaknesses and provide individualized guidance through TAKS Reading and ELA exam	New Program implemented in 2009-2010 with proven success to continue	August 2010	June 2013
4.c.	Co-teachers will collaborate on data analysis, lesson plans, etc during planning time	Time needs to be provided during the school day to increase collaboration	Effective Implementation of School Improvement Grants – Retaining Staff	August 2010	June 2013
4.c.	All Departments will meet weekly during planning period	Time needs to be provided during the school day to increase planning time	Effective Implementation of School Improvement Grants – Retaining Staff	August 2010	June 2013

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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 4: Improve Learning Time

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4.a.	Host tutorial program focused on TAKS objectives and targeted TEKS during "zero hour" from 8:00 to 8:30	Some students are not able to stay afterschool	Redding 2000 as reported in Effective Implementation of School Improvement Grants	August 2010	June 2013
4.a.	Implement a science intervention pull-out for senior non-masters	This will address weak TAKS objectives	Redding 2000 as reported in Effective Implementation of School Improvement Grants	August 2010	June 2013
4.a.	All Chemistry, IPC, and Physics classes will participate in a Rotating Review	Students will be involved in hands on engaging laboratory experiences to review weak TEKS	New Program implemented in 2009-2010 with proven success to continue	August 2010	June 2013
4.a.	Students with low credits will have the opportunity to complete an on-line course	In order to catch students up on their four year plan	New Program implemented in 2009-2010 with proven success to continue	August 2010	June 2013

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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 5: Increase Parent/Community Involvement

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5.a.	Conduct an Orientation Night for incoming freshmen and their parents	To inform students and parents of programs, policies, and procedures as MS students transition	High School Reform Strategies (Black 2004)	August 2010	June 2013
5.a.	Parents and community members will be asked to serve on the Decision Making Team for SHHS	This involvement is critical in laying out final plans for the campus transformation	Effective Implementation of School Improvement Grants	June 2010	June 2013
5.c.	Inform all eligible students of SES Providers available for additional tutoring	Tutoring will be in the areas of Math & Reading	Lee, 2001	August 2010	June 2013
5.a.	Host a G/T - AP Parent Night	To provide parents with important expectations and updates regarding AP	Consistent and repeated communication is critical to parental involvement (Epstein 1995)	August 2010	June 2013
5.c.	Work with St. Philips, UTSA and community members to provide additional tutoring for Senior non-masters	Community members provide both tutoring and informal mentoring and role modeling (Saturday)	Effective Implementation of School Improvement Grants – Providing Effective Tutoring	January 2011	June 2013
5.b.	Student progress reports and report cards will be mailed home to parents.	To improve the school-to-home flow of information about student academic progress.	Consistent and repeated communication is critical to parental involvement (Epstein 1995)	August 2010	June 2013
5.b.	Parents be encouraged to learn about and access iDataPortal	To increase their involvement in their children's education	Consistent and repeated communication is critical to parental involvement (Epstein 1995)	June 2010	June 2013
5.b.	Attendance auditor will conduct visits to homes of students who have excessive absences	Many times staff can only reach parents by a home visit	Effective Implementation of School Improvement Grants – Engaging Families	August 2010	June 2013
5.c.	The CIS staff will provide family support services as appropriate after attendance home visits	Community service needs can negatively influence student attendance and achievement	Effective Implementation of School Improvement Grants – Engaging Families	August 2010	June 2013

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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 5: Increase Parent/Community Involvement

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5.a.	Host a "Friends of Sam" principal breakfast for parents ad community just after school start	Build immediate relationship	New Program implemented in Fall 2009 with proven success to continue	August 2010	June 2013
5.c.	Community Liaison will recruit, provide and supportive core of volunteer mentors and tutors	Utilizing SH Alumni Association, Inc., USAA Pen Pals, Trinity University, 100 Black Men, and UTSA, CPS	ERIC Clearinghouse for Urban Education	August 2010	June 2013
5.a.	Develop and Parent Commitment Contract	Work with parents and PTA to develop with 15 hours a semester asked	Site Visit Best Practices	August 2010	June 2010
5.a.	Institute a Develop and Parent Commitment Contract	Increase expectation and the understanding of those expectations	Site Visit Best Practices	August 2011	June 2013
5.b.	Parents will be informed of student strengths and weaknesses based on TAKS results	Consistent and repeated communication is critical to parental involvement	Epstein 1995	August 2010	June 2013
5.a.	Secure professionals in the community for Student Project Feedback Panels.	Panels will provide valuable input to student project and add relevance	Site Visits Best Practices	August 2011	June 2013
5.a.	SHHS will host an Academy of Engineering breakfast.	To invite community and corporate members to serve on the advisory board or provide support	New Program implemented in Fall 2009 with proven success to continue	August 2010	June 2013
5.b.	Host parent information nights AYP Public Hearing, TAKS Night, School Meet and Greet, Senior Parent Night, AVID Parent Night, and College Nights	Help serve students and parents in the transitions between middle school, high school, and college and increase parent involvement on campus	Consistent and repeated communication is critical to parental involvement (Epstein 1995)	August 2010	June 2013
5.b.	Teachers will communicate students' academic progress, attendance and behavior with parents	Contact via phone calls, letters, and conferences will positively affect attendance and behavior	Consistent and repeated communication is critical to parental involvement (Epstein 1995)	August 2010	June 2013

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by telephone/e-mail/FAX on <u>9-2-10</u> by <i>R. Mills</i> of TEA.		

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 6: Improve School Climate

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6.c.	Extra Curricular activities will be highly encouraged in all grades	Involvement in extracurricular activities increases student educational attainment	(Eccles and Barber 1999)	August 2010	June 2013
6.c.	Students will participate in field trips to college campuses	Field trips demonstrate better student attitudes toward subject matter and higher education	Science and Environmental Council, Sarasota, Florida 2007	August 2010	June 2013
6.a.	Teachers will utilize and enforce the new campus tardy policy, having tardy students sign in on sheet in class	The campus-wide tardy policy will aid in students' transition from grade to grade	New effective policy in 2009-2010 to continue	August 2010	June 2013
6.a.	Students with excessive absences will be "at risk" and sent to Attendance Committee	Frequent absences is a risk factor	Rumberger 1995	August 2010	June 2013
6.a.	Institute new 95% attendance requirement by teachers	Increased teacher attendance contributes to increased student attendance	Site Visit Best Practices	January 2011	June 2013
6.b.	Continue to implement and work Positive Behavior Intervention Support system	SHHS results have shown dramatic decreases in discipline referrals	SHHS results have shown dramatic decreases in discipline referrals	August 2010	June 2013
6.c.	SHHS will increase the participation of special populations in extracurricular activities	Involvement in extracurricular activities increases student educational attainment	(Eccles and Barber 1999)	August 2010	June 2013
6.c.	9th-grade student participation in the GO program career planning, student participation in PSAT/SAT/ACT preparation programs, Youth Against Gang Activity (YAGA), Communities in Schools	Involvement in extracurricular activities increases student educational attainment	(Eccles and Barber 1999)	August 2010	June 2013
6.a.	Principal and leadership team will knock on doors reach students who did not graduate	Attempts are made to get students back enrolled or seek alternative programs	Extension of the District Reach Out to Drop Outs Program	June 2010	June 2013

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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 6: Improve School Climate

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6.c.	All freshmen will participate in AVID, Freshmen Prep, or ROTC	Involvement in extracurricular activities increases student educational attainment	(Eccles and Barber 1999)	August 2010	June 2013
6.c.	Freshman math teachers will implement the Academy of Engineers Summer Bridge program	The program is designed to increase student passing rates in Algebra I as students transition from MS to HS	Begin connection to the school, ease with transition, build success High School Reform Strategies (Black 2004)	June 2010	June 2013
6.a. and 6.b.	Teachers will communicate students' academic progress, attendance and behavior with parents	Contact via phone calls, letters, and conferences will positively affect attendance and behavior	Epstein & Sheldon 2002	August 2010	June 2013
6.a.	Transition plan for students returning from DAEP. Student/Parent conference for counseling services	Consistent and repeated communication is critical to parental involvement.	Epstein 1995	August 2010	June 2013
6.c.	Continue Project Lead the Way courses	Component of the MET program, fosters the student's knowledge as they transition from high school to the workforce	Continuation of effective practice	August 2010	June 2013
6.b.	Continue to enforce dress code	Dress code reduces distractions	Continuation of effective practice	August 2010	June 2013
6.b.	Utilize Program Support Liaisons	Program Support Liaisons help maintain order, discipline, and a safe campus environment	Continuation of effective practice	August 2010	June 2013
6.c.	SHHS will further establish the Manufacturing/Engineering and Technology (MET) Academies	In order to promote collaboration among core teachers	Effective Implementation of School Improvement Grants – Thematic Learning Communities	August 2010	June 2013

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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 6: Improve School Climate

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6.a.	Attendance auditor will facilitate truancy actions of students with excessive absences	Frequent absences is a risk factor	Rumberger 1995	August 2010	June 2013
6.a.	Attendance auditor conduct home visits of students with excessive absences	Frequent absences is a risk factor	Rumberger 1995	August 2010	June 2013
6.c.	Students will participate in AVID and PALS programs	Involvement in extracurricular activities increases student educational attainment	(Eccles and Barber 1999)	August 2010	June 2013

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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 7: Increase Teacher Quality

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7.b.	ELA Dept will participate in PD for Laying the Foundations and College Board Springboard	To promote rigor in advanced placement, pre-advanced placement, and academic classrooms	PD should be aligned with school vision and improvement goals (Darling-Hammond 2009)	August 2010	June 2013
7.b.	Teachers will attend training on best practices in instructional math strategies	Students need to use multiple and varied strategies to solve problems	PD should be aligned with school vision and improvement goals (Darling-Hammond 2009)	August 2010	June 2013
7.b.	The CIC Department will teach and coach teachers with planning and modeling of lessons	Many teachers need assistance in creative and effective lesson development	Coaching is an effective means of job embedded, on-going PD (Hargeaves & Fink 2006)	August 2010	June 2013
7.b.	Math and science teachers will participate in training on the use of interactive white boards	Interactive, technology based lessons promote engagement and increase learning	PD should be aligned with school vision and improvement goals (Darling-Hammond 2009)	August 2010	June 2013
7.b.	All teachers will participate in a common planning period daily from 8:00-8:45am	Allows sharing of best practices and planning for project based learning during school day	Effective Implementation of School Improvement Grants – Retaining Staff	January 2011	June 2013
7.b.	10 core teachers will participate in a two day shadowing at a New Tech HS	Allows sharing of best practices and ability to see the program in action	PD should be aligned with school vision and improvement goals (Darling-Hammond 2009)	January 2011	June 2011
7.b.	New Tech Network Summer training for teaching staff (20)	Allows sharing of best practices and ongoing professional development	PD should be aligned with school vision and improvement goals (Darling-Hammond 2009)	June 2011	August 2011
7.b.	Teachers will attend PD to review TAKS Written Composition rubrics and writing samples exemplars with students	To foster student understanding of earning a 2 or better on the written composition and open ended response	PD should be aligned with school vision and improvement goals (Darling-Hammond 2009)	August 2010	June 2013
7.b.	All teachers will have access to PeBL™ a suite of web-based tool	Tools accessible 24/7 through a web-based portal to manage project based learning and increase communication	PD should be aligned with school vision and improvement goals (Darling-Hammond 2009)	January 2011	June 2013
7. b.	Faculty and staff will receive PD in differentiated instruction	Teachers need to be able to tailor lessons to meet student needs	PD should be aligned with school vision and improvement goals (Darling-Hammond 2009)	August 2010	June 2013

Add additional pages as needed.

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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 7: Increase Teacher Quality

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7.c.	Mentors will be provided for new teachers	Providing multi-year mentoring for new is important in teacher retention	Effective Implementation of School Improvement Grants – Retaining Staff	August 2010	June 2013
7. b.	Faculty and staff will receive initial and ongoing regular PD in technology	Need identified by low levels on STAR Technology Campus Needs Assessment	PD should be aligned with school vision and improvement goals (Darling-Hammond 2009)	August 2010	August 2011
7.b.	Provide PD for all teachers through "Hurricane University" Professional Learning Community	Enable them to become more effective educators and promote professional growth	Effective Implementation of School Improvement Grants	August 2010	June 2013
7.c.	All teachers will participate in a common teacher planning period daily from 8:00-8:45am	A set, daily planning period will ensure time for planning.	Lack of planning time is a key reason that teachers leave schools (Alliance for Excellent Education)	January 2011	June 2013
7.c.	Develop partnerships with outside agencies (SREB, TEA, SIRC, HSTW, PBS) for PD	PD will be highly structured, evidenced based, and will strengthen instructional delivery	Effective Implementation of School Improvement Grants	August 2010	June 2013
7.b.	Provide Professional Development in integrated, technology based Project Based Learning	All teachers need training in the new curriculum	PD should be aligned with school vision and improvement goals (Darling-Hammond 2009)	August 2010	June 2013
7.b.	Receive integrated PBL Curriculum Support from New Tech High	All teachers need training in the new curriculum	New Tech High Best Practices	January 2011	January 2013
7.c.	Institute new 95% attendance requirement from teachers	Increased time in the classroom increases teacher experience and skills	Best practices from site visits	January 2011	June 2013
7.B.	Provide opportunities for teachers to gain a masters degree	Increased need for masters level teacher for increased dual credit options	PD should be aligned with school vision and improvement goals (Darling-Hammond 2009)	August 2011	June 2013

Add additional pages as needed.

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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 7: Increase Teacher Quality

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7.a.	Teacher performance will be assessed using increased walkthroughs	Walkthroughs re-enforce attention to school improvement	Achievement Strategies, Inc. 2010	August 2010	June 2013
7.a.	SHHS will implement a hyper-monitoring system	To observe instructional practices	Site Visit Best Practices	August 2010	June 2013
7.a.	Develop a system for performance based evaluation and pay	System will be developed with HR to incentivize performance	Effective Implementation of School Improvement Grants - Retaining Staff	August 2010	January 2011
7.a.	Institute a system for performance based evaluation and pay	Performance based evaluation and pay will incentivize performance	Effective Implementation of School Improvement Grants - Retaining Staff	August 2011	June 2013
7.c.	Develop and implement marketing plan to attract top teachers	Effective marketing is necessary to attract quality teachers	Needs based assessment	January 2011	June 2013
7.c.	Integrate new teachers from the Teach for America Program into SHHS.	100 new Teach for America teachers will come to SAISD in 2010, 2011 and 2012	Teach for America Best Practices	August 2010	June 2013
7.c.	Develop incentives for teachers	Developing attractive compensation packages will attract ore qualified applications	Simmons et al 2007 in Effective Implementation of School Improvement Grants	August 2010	June 2013
7.c	Develop Teacher Contracts with HR that speak to increased expectations	To ensure all teachers fully understand all new expectations and involve teachers in the process	Effective Implementation of School Improvement Grants	August 2010	June 2011
7.c	Institute Teacher Contracts with all teachers	Ensures that all teachers fully understand all new expectations	Best Practices from Site Visits	August 2011	June 2013

Add additional pages as needed.

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by telephone/e-mail/FAX on _____ by _____ of TEA.		

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

Part 4: Waiver Requests

Applicants must check the waivers in which the LEA/campus intends to implement.

- 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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by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	_____ Amendment No.

Texas Title I Priority Schools Grant

Schedule #4C—Performance Assessment and Evaluation

Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)

Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement.

SAISD has in place a Grant Management System to which all district grantees are required to adhere. The cornerstone of the system is a scorecard on which the grant manager must evaluate the project and him/herself each quarter. Project Managers must assign themselves a rated value (1-5) on the following indicators: (1) knowledge of project goals and targeted outcomes and adherence to state or federal compliance regulations of purchasing, etc.; (2) budget management, including knowledge of compliance regulations and expending allocated funds in the proper categories; (3) documentation and communication evidence of dispensing information in order to create shared understanding; (4) evaluation of successful completion of goals and required outcomes; (5) collaboration efforts, both internal and external, that demonstrate reciprocity or support strategic, long-term goals of more than one group; and (6) a timeline on which major milestones of the project and expected completion dates are listed and maintained. Scorecards are turned in to the District Grants Director prior to each quarterly meeting.

The Funds Management Department oversees the finances of every grant in SAISD. This system of "checks and balances" ensures that the District adheres to all OMB requirements and that grant funds are duly managed. The project manager (PM) is ultimately responsible and accountable for the operation of the TTIPS grant for the three year grant term. Various internal and external teams will collectively support the program. Internal teams such as the offices of Student Management, Professional Learning, Curriculum and Instruction, and Instructional Technology will consistently collaborate with the project staff to ensure all activities are implemented with fidelity, hyper-monitored and frequently assessed within specified timelines. The Research and Evaluation Department will assist with the collection and analysis of data for the purpose of advancing objectives through data driven decisions. The SAISD Funds Management Department and Grants Department will assist with fiscal and programmatic compliance, including the completion of all financial, performance and final evaluation reports. SAISD will grant TEA access to all records involving transactions of program funds.

SAISD and the campus will use a total quality management (TQM) approach (MBNQA, 1998), a proven strategy for design, deployment and continuous improvement of high performance programs. TQM provides a comprehensive framework for managing and improving performance and begins by insuring for each milestone within each objective, that there is a clear focus and agreement between the members of the management team on what is to be accomplished, what is the outcome-based measure and that they are in agreement with the needs and expectations of the project. If there is a discrepancy or mismatch anywhere, then the project (or activity) must be realigned to create a match. Once the match is achieved the human resources and processes are examined to determine if they are appropriate and adequate for achieving the activity (objective). Once again, if this does not match, the system must be realigned through training or redesign. Finally the Outcomes or Results will be examined to determine if they achieve the objectives with high quality. Usually results or outcomes are of high quality due to the TQM methodology that continuously assesses progress, checks for matches and uses data to inform or confirm decisions. The effective and efficient management of several simultaneous tasks is critical to success in a project of this scope. In addition to the defined responsibilities of the management team, effective management rests on clear routines and procedures for project planning followed up by regular monitoring and quality assurance. Project plans and timelines will be developed and reviewed regularly. It is important to review specific benchmarks and the steps to reach these benchmarks. Clear expectations and regular review allow early detection and solution of problems. The project plan will become the base for developing individual staff work plans that list specific tasks and also make clear how these tasks relate to the overall project goals and criteria of success. Linking project goals with staff assignments will not only ensure efficient procedures but also motivate staff by highlighting the purpose and outcomes to which they are contributing.

Through the existing structure of coordination and support from the School Board, Superintendent, District administrators, school staff, project staff, and partners Sam Houston will accomplish its objectives and the effective delivery of all program activities on schedule and within budget.

TEXAS EDUCATION AGENCY
Standard Application System (SAS)

015907
County-District No.

by telephone/e-mail/FAX on _____
by _____ of TEA.

School Years 2010-2013

Amendment No. _____

Texas Title I Priority Schools Grant

Schedule #4C—Performance Assessment and Evaluation

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Section B: Formative Evaluation Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program

The LEA and the campus have a number of means for formative assessments that will be critical to the successful implementation of the transformation model. The LEA implements student mini formative assessments every nine weeks which are reported in Edusoft. Although these are very useful tools to evaluate where student are those interval stages, the campus goal is to have teachers and those involved in project implementation utilize formative assessments in an ongoing basis. With the new technology that is being employed on the campus, formative evaluation of student learning will become much easier to obtain and analyze. Formative evaluations can be integrated multiple times throughout an individual lesson providing the teacher with immediate feedback on the student's level of understanding and whether or not information needs further clarification or review. Similarly, the Project Manager will utilize formative data to provide ongoing evaluation of the grant activities and performance including but not limited to the following: walkthroughs by the CICS and principal, department meeting sign in sheets, evaluations of professional development activities, coaching reports, and sign in sheets indicating time spent in the data room.

The Project Manager will meet regularly with the Campus Leadership Team and other involved in the transformation to review all formative and summative assessment data. The District Shepherd and Project Manager will work together regularly to prepare and evaluate the 90 day plans. The frequency of these formative assessments will allow the campus regular means by which to review data and outcomes. The revision of those 90 day plans will allow for the flexibility to make change happen. In addition, the ability to revise the Needs Assessment and Professional Development Plans will allow for meeting the needs of teachers and students as further identified during formative assessments, walkthroughs, common planning times, school improvement meetings, and initial activities implemented.

The SAISD R&E department will collect, analyze, and report on the TEA required performance-based measures as well as additional performance measures at baseline and follow up to more comprehensively determine the effectiveness of the program. Sam Houston has carefully identified specific objective performance measures and outcomes to help monitor and evaluate the project and to meet program goals. Benchmarks will be set for each for many of those performance measures to ensure that more immediate results can be measured and successes celebrated along the way. The Scorecard (a district assessment instrument use to determine the effectiveness of the grant project to accomplishing the goals of the grant program) will also be used to monitor the progress of the grant program every 9 weeks. The evaluation for examining the effectiveness of the program's strategies will involve the Project Manager and the SAISD R&E Department. The evaluation will also include District administrators, project staff, students, parents, and community members associated with the program. Methods of evaluation will include both qualitative and quantitative data collection. The evaluators will extract data from PEIMS and other systems for evaluation. Qualitative data will include student and parent surveys and observations of interactions between teachers and students.

Formative Evaluation will be central in determining the success of the TTIPS program. Throughout the program the Project Manager, District Shepherd and Campus Leadership Team will meet weekly to discuss the strengths and weaknesses of the program. They will observe and monitor the implementation of the program and provide assistance and support to the CICS and Teacher Leaders along the way. Formative evaluation will be frequent and ongoing in the following ways: sign in sheets and evaluation for professional development activities, frequent observations of classroom instruction by the CICS and Teacher Leaders, documented coaching sessions by the CICS and Teacher Leaders, sign in sheets and agendas for departmental meetings an teacher common planning time, formative mini assessments (FMA) given to students minimally every nine weeks, and feedback from parents, students and community stakeholders. The Principal/Project Manager in collaboration with the SAISD R&E department will provide this information to key district personnel on a quarterly basis for review and TEA via 90 day reports and the final evaluation report. Thorough documentation, monitoring, and reporting will allow program staff to anticipate and/or explain any changes in the planned intervention or evaluation. In addition, the Project Manager will engage in formal discussion of critical activities achieved and barriers to success with the project staff. In turn, this information will be used to review and revise program deficiencies as they are encountered, provide for continuous improvement of the program, and disseminate findings to the campus, TEA and stakeholders in the community.

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by telephone/e-mail/FAX on _____ by _____ of TEA.		

Texas Title I Priority Schools Grant

Schedule #4C—Performance Assessment and Evaluation

Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)

Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results

Regarding program assessment and evaluation, the SAISD R&E department will collect, analyze, and report on the TEA required performance-based measures as well as additional performance measures at baseline and follow up to more comprehensively determine the effectiveness of the program. Sam Houston has carefully identified specific objective performance measures and outcomes to help monitor and evaluate the project and to meet program goals. Benchmarks will be set for each for many of those performance measures to ensure that more immediate results can be measured and successes celebrated along the way. The Scorecard (a district assessment instrument use to determine the effectiveness of the grant project to accomplishing the goals of the grant program) will also be used to monitor the progress of the grant program every 9 weeks. The evaluation for examining the effectiveness of the program's strategies will involve the Project Manager and the SAISD R&E Department. The evaluation will also include District administrators, project staff, students, parents, and community members associated with the program. Methods of evaluation will include both qualitative and quantitative data collection. The evaluators will extract data from PEIMS and other systems for evaluation. Qualitative data will include student and parent surveys or questionnaires, and observations of interactions between teachers and students from additional campus walk-troughs.

Additionally, quantitative and qualitative data will be collected and used on the campus on an ongoing basis to regularly assess performance and make ongoing improvements. In 2009, the LEA implemented formalized campus data teams and campus data teams on each campus to collect and analyze student performance data and make data readily available to teachers and administrators. Each campus team includes teachers, an administrator, and the campus instructional coordinator. The team is responsible for collecting student performance data, analyzing the data in the context of district priorities and campus goals, and presenting the information to the campus through the use of the data room. The data is to be presented in a way that facilitates understanding, can be used to improve instruction, and can aid in obtaining improved results. Information presented in the data room includes student demographics at the campus, historical performance, performance of special populations and student sub groups, campus and district goals, focus areas for the school year, and campus performance objectives for each subject area. Systems that have been developed and installed on campus including iData Portal and Edusoft have made it easy to retrieve and view specific data on a student, class, or the school on a daily basis. This summer, the Campus Instructional Coordinators (CICS) and Teacher Leader at Sam Houston are going to receive additional professional development regarding the disaggregation of data and how to present those results to best present and use those results to improve instruction. CICS and Teacher Leaders will then be providing coaching for teachers on the campus to heighten their skills. Minimally, all teachers will learn and be coached on how to disaggregate data, use that data to improve instruction and obtain improved results. Best practices and results from teachers on the campus will be shared. As teachers further develop their skills and have increased tools at their disposal, the process will become intuitive and seamless. The vision is to develop a campus culture where data is welcomed because of how it can be used to implement change.

Hyper-monitoring is a systematic process of collecting data that can be used to identify strengths and areas for improvement on the campus. Under this grant, staff at Sam Houston will conduct weekly classroom hyper-monitoring visits to collect data on areas such as student engagement, extent to which teaching is aligned with the learning objectives, degree of rigor, and types of assessments used. Through the combination of the use of the quantitative data available and presented in the campus data room and the qualitative data made available to the campus from CIC, Teacher Leader and Principal hyper-monitoring and classroom walkthroughs, Sam Houston is fully equipped to identify successes and potential problem areas. With the new performance goals set for the campus in the area of increasing data-driven instruction, and new schedules in place to ensure increased and common planning time and regular team meeting, these tools are ready to be utilized and implemented to increase student achievement.

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<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>	<p>School Years 2010-2013</p>	<p>_____ Amendment No.</p>

Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 2: Process for Development of Performance Goals

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

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

The leadership team of the campus used the needs assessment to determine the initial Performance Goals for the campus listed in this application. The Area Director and LEA gave input into the performance goals to ensure that they were ambitious, yet realizable. The performance goals for each area will be further discussed with the group most related to their implementation. For example, the performance goals that are listed under Parent/Stakeholder involvement will be discussed with the Advisory Board and with the PTA at their next meetings. We will ask for additional input and each group will be able to add additional measures which will be submitted in the appropriate 90 day review plane. Similarly, the performance measures for Increased Teacher Quality have been developed with Teacher Leaders and will be discussed with all teachers through department meetings. Again the opportunity to adapt and create additional measures will be given. Once all Performance Measures have been discussed with all related groups, the Performance Measures will be made public to increase transparency, increase the likelihood for reaching the goals that have been set, and provide opportunities for celebrating successes as benchmarks are reached and as goals are met.

Many of the performance measures have data available and for those performance measures that data is listed in the appropriate box. Where possible, the most recent data has been included. For example, it would have been easy to list the TAKS data from 2008-2009 academic year. But instead, we obtained the just released data from 2009-2010 which showed drastic improvements from the year prior. The following chart demonstrates the performance gains this year in areas that Sam Houston will be able continue to push forward with the implementation of the activities described in this application:

Academic Performance	2008-2009	2009-2010	Increase
Student Achievement in Math TAKS	43%	53%	10%
Student Achievement in Science TAKS	37%	62%	25%

School Climate	2008-2009	2009-2010	Decrease
Discipline Referrals	2759	1252	1537

These results over the past year demonstrate that Sam Houston is committed to serious improvements. Accordingly, Sam Houston has used the most recent data available to demonstrate where the school has come, where it is, and where it is planning to go.

In many of the cases there was not data available for the performance measure because it has not yet been tracked. That fact also demonstrates that Sam Houston is recognizing the importance of data driven decisions and is also recognizing the importance of many additional and relevant measures. In some cases like in the area of Improved Teacher Quality, Sam Houston and San Antonio ISD recognize that there is not an effective tool to measure teacher quality based on increased student performance and is going to work under this grant to create that tool and then implement its use across the campus. Accordingly, there is not current data available for that measure, the tool is yet to be developed, and the goals will need to be set based on the rubric for the assessment tool.

The roll out of the performance goals will include sharing them in full as well as specifically which appropriate groups. For example, under Improve School Climate it is important that the full student body know the goal as well as individual student groups and programs, advisors, parents, teachers, counselors and community mentors. Students and parents need to know that their increased participation is an expectation as well as the rationale behind it, and other related parties need to know about the goal so that they can also promote it. Although the performance measures have been outlined in term of summative end of year goals, most goals will be tracked throughout the year and expected to reach appropriate benchmarks. With that ongoing and regular data, the campus will be better able to achieve all of the goals that have been set.

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA	TAKS (campus total)	78% 2008-2009	87%	92%	97%
2	Improve Student Achievement in Mathematics	TAKS (campus total)	43% 2008-2009	59%	64%	70%
3	Improve Student Achievement in Science	TAKS (campus total)	38% 2008-2009	68%	74%	80%
4	Student Completion Rate	AEIS	45.9% 2008-2009	51	56	61
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the amount of time teachers are using data in team planning	Collaborative Document Form	DNA	60 minutes per week	90 minutes per week	120 minutes per week
2	Increase number of department meetings held in the Data Room to 2 per month	Data Room Sign In Sheet	DNA	1 per month per Dept.	2 per month per Dept.	2 per month per Dept.
3	Increased use of teacher made formative and summative assessments	Reported Student Results on Edusoft	DNA	1-2 per 9weeks	1-2 per 9weeks	3-4 per 9weeks
4	Increase in utilization of the Data Room on campus	Data Room Sign in Sheets	DNA	All teachers 1/month	All teachers 2/month	All teachers 3/month
5	Increase use of student Storm data folders	Storm Folder Review	DNA	5/year	7/year	10/year

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by telephone/e-mail/FAX on _____ By _____ of TEA.		

Texas Title I Priority Schools Grant

Schedule # 4C – Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase teacher lead professional learning	Sign in sheets	DNA	10%	25%	50%
2	Increase teacher facilitation of team and department meetings	Sign in sheets	DNA	10%	25%	50%
3	Increase the Amount to Planning Time that the Leadership Team Spends with teachers	Sign in Sheets	DNA	25%	40%	50%
4	Teacher Retention	HR Report	DNA	80%	85%	90%
5	Increase leadership team visibility in classrooms	Eduphoria Data	DNA	200 walkthroug hs/ week	250	300

Increase Learning Time – Enter the annual goals for increasing learning time on the campus, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase instructional time in all classes	Bell Schedule	450 hrs/2wks	470 hrs/ 2 weeks	470 hrs/ 2 weeks	470 hrs/ 2 weeks
2	Increase percentage of students who participate in afterschool extra help assistance	Sign In Sheets	25% of students	40%	55%	70%
3	Increase the percentage of students who participate in designated Saturday extra help assistance	Sign In Sheets	25% of students	40%	55%	70%
4						
5						

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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 PTA membership	Membership Forms	15% of parents	25%	50%	70%
2	Increase in percentage of parents using the IData Portal System	IT Report of Log In Hours by 9wks	DNA	25%	50%	70%
3	Increase number of hours of in-school participation by parents	Visitor Sign In Sheets	DNA	15 hrs/ semester	15 hrs/ semester	15 hrs/ Semester
4	Increase in number of hours of in-school participation by community members	Visitor Sign In Sheets	(baseline will be established at year end)	10%	15%	20-25%
5	Increase in community members serving on the Advisory Board	Number of Members and Meeting Sign In	8	15	20	25

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	Decrease in Discipline Referrals	PBS Data	2759 (2008-2009)	1000	800	600
2	Decrease in Incidents Leading to the Assignment of In-school Suspension	PBS Data	398 (2008-2009)	325	275	200
3	Increase in Attendance	AEIS Report	88.7% (2008-2009)	90%	92.5%	95%
4	Participation Rate in Extra and Co-Curricular Activities	Student Sign In Sheets	DNA	40%	55%	75%
5	Increase the Number of Celebrations Held on Campus due to Reached Goals	Activity Report	DNA	4	6	8

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase in Number of Peer Evaluations	Peer Evaluation Feedback Forms	1-2/ year	5/year	10/year	15/year
2	Increase in Common Planning Time	Collaboration Documentation Form	1-2/week	3/week	4/week	5/week
3	Increase percentage of Teachers who Initiate Professional Development	Requests and Certificate of CE hours	10%	25%	50%	75%
4	Increase in Teacher Retention	HR Report	DNA	80%	85%	90%
5	Increase the Percentage of Teachers Rewarded Through Newly Created Performance Based Tool	New Performance Tool	DNA	25%	50%	75%

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	Increase Teacher Comfort Level with Technology	Frequency of use in classroom by Eduforia Data	DNA	50% of class time	65% of class time	75% of class time
2						
3						
4						
5						

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by telephone/e-mail/FAX on _____ by _____ of TEA.		

Texas Title I Priority Schools Grant

Schedule # 4D—Equitable Access and Participation: Barriers and Strategies

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups. (With the implementation of grant activities)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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by telephone/e-mail/FAX on _____ by _____ of TEA.		

Texas Title I Priority Schools Grant

Schedule # 4D—Equitable Access and Participation: Barriers and Strategies

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institution of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-related Activities	Students	Teachers	Others
C01	Provide early intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C08	Provide community service programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, & parents to deal with gang-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-related Activities	Students	Teachers	Others
D01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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by telephone/e-mail/FAX on _____ by _____ of TEA.		

Texas Title I Priority Schools Grant

Schedule # 4D—Equitable Access and Participation: Barriers and Strategies

Barrier: Drug-Related Activities (cont.)

D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, & parents to deal with drug-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D15	Seek Collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide Program materials/information in Braille.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E03	Provide program materials/information in large type.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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by telephone/e-mail/FAX on _____ of TEA. by _____ of TEA.		

Texas Title I Priority Schools Grant

Schedule # 4D—Equitable Access and Participation: Barriers and Strategies

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transferal system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M03	Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, acknowledge in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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by telephone/e-mail/FAX on _____ by _____ of TEA.		

Texas Title I Priority Schools Grant

Schedule # 4D—Equitable Access and Participation: Barriers and Strategies

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide professional development in a variety of formats for personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Collaborate with colleges/universities with teacher preparation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities & benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation to Program Activities	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q04	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barrier

#	Strategies for Other Barrier	Students	Teachers	Others
Z99	Other Barrier:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other Strategy:			

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Texas Title I Priority Schools Grant

Schedule #5—Program Budget Summary

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

Class/Object Code and Description			Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs	5B	6100	\$ 2,195,831	\$ 108,000	\$ 0	\$ 2,303,831
Professional and Contracted Services	5C	6200	472,000	0	0	472,000
Supplies and Materials	5D	6300	136,900 136,906	0	0	136,900 136,906
Other Operating Costs	5E	6400	173,500	0	0	173,500
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/ 15XX	1,582,142 1,582,136	0	0	1,582,142 1,582,136
Total Direct Costs			4,560,373	108,000	0	4,668,373
2.043% Indirect Costs				63,051	0	63,051

Grand Total

Total Budgeted Costs:			\$ 4,560,373	\$ 171,051	\$ 0	4,731,424
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Administrative Cost Calculation

Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs	4,731,424
Multiply by 2.043% (5% limit)	X 5%
Enter Maximum Allowable for Administration, including Indirect Costs	\$ 236,571

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by telephone/e-mail/FAX on <u>9.10.10</u> by <i>R. Williams</i> of TEA.		

Texas Title I Priority Schools Grant

Schedule #5—Program Budget Summary

Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.

Year 1: SY 2010-2011 \$1,623,266

Year 2: SY 2011-2012 \$1,554,079 *

Year 3: SY 2012-2013 \$1,554,079 *

* Any Budget Request entered for funds in Year 2 and/or Year 3 constitutes the LEA/campus requesting approval of the waiver for extending the period of availability of these grant funds, whether indicated on Schedule #4B—Program Description: Waiver Requests or not.

Provide any necessary explanation or clarification of budgeted costs

Teacher allocations are needed in the core content areas (ELA, Social Studies, Science and Math). These allocations will lower the ratio of students to teachers needed for the effective implementation of project based learning and the general need to increase overall instructional effectiveness.

The Instructional Technology Specialist will provide ongoing PD to classroom teachers. Ongoing PD will also include model teaching, coaching, and facilitate lesson planning to ensure fidelity to the new curriculum.

The Campus Steward will support and monitor parent and community involvement, assist in the development of internship sites for students, communicate regularly with the District Shepherd, principal and campus leadership team, and regularly articulate the transformation goals of the campus.

Contracted service with New Tech Network (NTN) is for a three (3) year period. Products and services include training, coaching and support for principal and staff and access for up to 500 users to PeBL – The Collaborative Learning Environment – a suite of web-based technology tools for the school and classroom. Specifically, Year 1 consists of full support with the planning application and acceptance, leadership institute for the principal, 2-day shadowing for up to 10 core teachers at existing New Tech High Schools, follow-up and school launch plan, summer training and unlimited telephone and e-mail support on planning, teacher development, and technology development for each teacher on PBL practices and tool usage. Year 2 and 3 consists of NTN 5-day summer training, a 2-day network administrator training, up to 100 hours of continuous, personalized, individual support for each staff person including on-site training, curriculum training and coaching, technology training and support and principal coaching.

Netbooks will be purchased and loaned to each student for project-based learning assignments and for 24 hour, 7 day a week access to the PeBL web-based portal. Additional Netbooks will be purchased in subsequent years to create a system for replacement and updating of Netbooks.

The purchase of furniture within this grant will allow for a new look and feel of the technology based campus and will support the needs related to the physical environment necessary to create an ideal environment for project based learning and related student outcomes.

Other operating costs consists of certificates and awards to recognize student and campus achievements and celebrate successes, field trips to colleges to encourage college readiness goals, and refreshments to encourage parent involvement at on campus activities.

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Texas Title I Priority Schools Grant
Schedule #5B—Payroll Costs (6100)

Budgeted Costs						
Employee Position Titles	Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted	
Instruction						
1	Teacher	To meet needs of new PBL	4	0	\$ 0	\$ 550,000
2	Educational Aide					
3	Tutor					
Program Management and Administration						
4	Project Director					
5	Project Coordinator					
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title: District Shepherd		1	0	0	90,000
23	Title: Campus Steward		1	0	0	174,000
24	Title: Instructional Technology Specialist		1	0	0	150,000
25	Title: Incentive Pay tied to student performance					650,000
26	Subtotal Employee Costs				\$ 0	\$ 1,614,000
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay			\$ 0	\$ 15,300
28	6119	Professional Staff Extra-Duty Pay (TEKS Training, EOC Training, PBS Training, Technology Training, Project Based Learning Planning and Professional Development)			0	298,250
29	6121	Support Staff Extra-Duty Pay			0	0
30	6140	Employee Benefits			0	376,281
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$ 0	\$ 689,831
32	Grand Total Payroll Budget (line 26 + line 31)				\$ 0	\$ 2,303,831

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	Texas Title I Priority Schools Grant Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval	

Expense Item Description		Pre-Award	Total Amount Budgeted
6212	Audit Costs (other than audits required under OMB Circular A-133) Specify purpose: _____	\$	\$
6269	Rental or Lease of Buildings, Space in Buildings, or Land Specify purpose and provide calculation: _____		
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools) Specify purpose: _____		
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools) Specify purpose: _____		

Subtotal			
6200 – Professional and Contracted Services Cost Requiring Specific Approval			
Professional and Consulting Services (6219/6239) Less than \$10,000			

#	Topic/Purpose/Service	Total Contracted Amount	Pre-Award	Total Amount Budgeted
1.		\$	\$	\$
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Subtotal			
Professional and Consulting Services Less than \$10,000		\$	\$

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

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

New Tech Network

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$ 200,000	\$ 0	\$ 200,000
Title: Leadership Coach				
Subgrants, Subcontracts, Subcontracted Services		0	0	0
Supplies and Materials		100,000	0	100,000
Other Operating Costs		100,000	0	100,000
Capital Outlay (Subgrants Only)		0	0	0
Indirect Cost (____%)		0	0	0
Total Payment:		\$ 400,000	\$ 0	\$ 400,000

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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):

TEKS based data analysis professional development

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1			
Title: Trainer		\$ 40,000	\$ 0	\$ 40,000
Subgrants, Subcontracts, Subcontracted Services		0	0	0
Supplies and Materials		2,000	0	2,000
Other Operating Costs		6,000	0	6,000
Capital Outlay (Subgrants Only)		0	0	0
Indirect Cost (____%)		0	0	0
Total Payment:		\$ 48,000	\$ 0	\$ 48,000

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

Positive Behavior System professional development

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1			
Title: Trainer		\$ 20,000	\$ 0	\$ 20,000
Subgrants, Subcontracts, Subcontracted Services		0	0	0
Supplies and Materials		1,000	0	1,000
Other Operating Costs		3,000	0	3,000
Capital Outlay (Subgrants Only)		0	0	0
Indirect Cost (____%)		0	0	0
Total Payment:		\$ 24,000	\$ 0	\$ 24,000

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

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

Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:			
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:			
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:			
Remaining 6200- Professional and Contracted Services that do not require specific approval:	472,000	0	472,000
Grand Total:		472,000	0

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by telephone/e-mail/FAX on <u>9.10.10</u> by _____ of TEA.		School Years 2010-2013		Amendment No.		
Texas Title I Priority Schools Grant						
Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized				\$ 0	\$36,480
	#	Type	Purpose	Quantity		
	1	Graphing Calculators	Instructional	320		
	2					
	3					
	4					
5						
6399	Technology Software- Not Capitalized					
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:						36,480
Remaining 6300- Supplies and Materials that do not require specific approval:					0	100,426
Grand Total					\$ 0	\$ 136,906

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by telephone/e-mail/FAX on <u>9/21/10</u>		School Years 2010-2013		Amendment No.	
by <u>R. Willis</u> of TEA.		Texas Title I Priority Schools Grant			
Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees)			\$ 0	\$ 45,000
	Specify purpose: Visit New Tech Network schools & project based learning training				
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)			0	0
	Specify purpose:				
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools)			0	0
	Specify purpose:				
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)			0	0
	Specify purpose:				
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees)			0	0
	Specify purpose:				
6429	Actual losses which could have been covered by permissible insurance			0	0
6490	Indemnification Compensation for Loss or Damage			0	0
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)			0	0
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants)			0	0
	Specify name and purpose of organization:				
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)			0	45,000
	Specify purpose: Publications and other marketing materials				
Total 64XX- Operating Costs Requiring specific approval:				0	90,000
Remaining 6400 - Other Operating Costs that do not require specific approval:				0	83,500
Grand Total				\$ 0	\$ 173,500

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Texas Title I Priority Schools Grant

Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization)

	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1					
66XX/15XX- Technology Hardware - Capitalized					
2	Netbooks / student use	578.48	1,225	0	708,642
3	Activeslates for interactive whiteboards / student use	250	100	0	25,000
4	Desktop computers / student & teacher use	2,149	200	0	429,800
5	TI-Navigator System / Instructional	3,800	10	0	38,000
6	Ignite Learning Torch / Instructional	1000	10	0	10,000
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19	Computer Desks / student use	500.66	300	0	150,200
20	Chairs / student use	35	2,700	0	94,500
21	Workstations / student use	200	90	0	18,000
22	Tables / student use	300	360	0	108,000
23					
24					
25					
26					
27					
28					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
29					
Grand Total					36
Total 6600/15XX- Capital Outlay Costs:				0	1,582,142

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>015907</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>015907</u> County-District No.
Texas Title I Priority Schools Grant		

- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations and Liquidations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered between the beginning and ending dates of the contract. The contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract no later than 30 days after the ending date of the contract, to coincide with the submission of the final expenditure report, due 30 days after the ending date of the contract. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>015907</u> County-District No.
Texas Title I Priority Schools Grant		

- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.

Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>015907</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>015907</u> County-District No.
Texas Title I Priority Schools Grant		

- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA: Grantees which are public school districts and open enrollment charter schools** agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A **nonprofit organization or university/college** grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.
- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
1. **Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
 2. **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;
 3. **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;
 4. **Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

SCHEDULE #6A – cont.GENERAL PROVISIONS &
ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System
School Years 2010-2013**

County-District No.

Texas Title I Priority Schools Grant

5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
6. the **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students** (34 CFR Part 99), if Contractor is an educational institution (20 USC 1232g);
7. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (**prohibition against the use of federal grant funds to influence legislation pending before Congress**);
8. **Pro-Children Act of 2001**, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children [P. L. 107-110, Section 4303(a)]. In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services [P. L. 107-110, Section 4303(b)(1)]. Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P. L. 107-110, Section 4303(e)(1)).
9. **Fair Labor Standards Act (29 USC 207), Davis Bacon Act (40 USC 276(a), and Contract Work Hours and Safety Standards Act (40 USC 327 et seq.)**, as applicable, and their implementing regulations in 29 CFR 500-899, 29 CFR Parts 1,3,5, and 7, and 29 CFR Parts 5 and 1926, respectively.
10. **Buy America Act**: Contractor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding \$2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the U. S. that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. Contractor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-.2).
11. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended.
12. **Prohibition of Text Messaging and E-mailing while Driving during Official Federal Grant Business**: Personnel funded from federal grants and their subcontractors and subgrantees are prohibited from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using organization-supplied electronic equipment to text message or e-mail while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the U.S. Department of Education).

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>015907</u> County-District No.
Texas Title I Priority Schools Grant		

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>015907</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

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

Rev. 03/2010

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

SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>015907</u> County-District No.
Texas Title I Priority Schools Grant		

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

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

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount	<u>015907</u> County-District No.
Texas Title I Priority Schools Grant		

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>015907</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D - Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>015907</u> County-District No.
Texas Title I Priority Schools Grant		

Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.)
Do not sign and submit this disclosure form unless lobbying activities are being disclosed.

Federal Program:		
Name:		
1. Type of Federal Action <input type="checkbox"/> a. Contract <input type="checkbox"/> b. Grant	2. Status of Federal Action: <input type="checkbox"/> a. Bid/Offer/Application <input type="checkbox"/> b. Initial award <input type="checkbox"/> c. Post-award	3. Report Type: <input type="checkbox"/> a. Initial filing <input type="checkbox"/> b. Material change For Material Change Only: Year: _____ Quarter: _____ Date of last Report: _____
4. Name and Address of Reporting Entity: <input type="checkbox"/> Subawardee Tier (if known): _____ Congressional District (if known): _____	5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701 Congressional District (if known): 21	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable: _____	
8. Federal Action Number, if known:	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):	10. b. Individuals Performing Services (including address if different from No. 10a; last name, first name, MI):	

(Attach Continuation Sheet(s), if necessary)

[ITEMS 11-15 REMOVED]

16. Information requested through this form is authorized by Title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature:		
	Name:		
	Title:		
	Telephone#		Date:
Federal Use Only:			Standard Form LLL

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>015907</u> County-District No.
Texas Title I Priority Schools Grant		

The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>015907</u> County-District No.
Texas Title I Priority Schools Grant		

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>015907</u> County-District No.
Texas Title I Priority Schools Grant		

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>015907</u> County-District No.
Texas Title I Priority Schools Grant		

4. Highly Qualified:

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

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>015907</u> County-District No.
Texas Title I Priority Schools Grant		

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;

SCHEDULE #6E – cont.
NCLB ACT PROVISIONS &
ASSURANCES

TEXAS EDUCATION AGENCY
Standard Application System
School Years 2010-2013

015907
County-District No.

Texas Title I Priority Schools Grant

- (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.

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>015907</u> County-District No.
Texas Title I Priority Schools Grant		

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

SCHEDULE #6FPROGRAM-SPECIFIC PROVISIONS
& ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Year 2010-2013**015907

County-District No.

Texas Title I Priority Schools Grant

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>015907</u> County-District No.
Texas Title I Priority Schools Grant		

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--

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>015907</u> County-District No.
Texas Title I Priority Schools Grant		

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

Statutory Program Assurances

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

TEA Program Assurances

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

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.

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>015907</u> County-District No.
Texas Title I Priority Schools Grant		

- 3) 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.
- 4) 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.
- 5) The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
- 6) The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.
- 7) 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.
- 8) 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.
- 9) If the LEA/Tier III campus selects to implement the **transformation model**, the campus assures that it will 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).
- 10) 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.

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>015907</u> County-District No.
Texas Title I Priority Schools Grant		

- 11) 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.
- 12) 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.
- 13) 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.
- 14) 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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>015907</u> County-District No.
Texas Title I Priority Schools Grant		

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.

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>015907</u> County-District No.
Texas Title I Priority Schools Grant		

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.

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>015907</u> County-District No.
Texas Title I Priority Schools Grant		

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)

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>015907</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	 <u>015907</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>015907</u> County-District No.
Texas Title I Priority Schools Grant		

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

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	San Antonio ISD LEA Name	015907 County-District#
		Sam Houston High School Campus Name	006 Campus Number
by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	74-6002167 9-Digit Vendor ID#	20 ESC Region
		NOGA ID# (Assigned by TEA)	Date of Report

Texas Title I Priority Schools Grant

Tier I and Tier II Model Selection and Description Report - TRANSFORMATION

Option 1 Timeline Due to TEA no later than August 31, 2010.
Option 2 Timeline Due to TEA no later than February 1, 2011.
May be submitted any time prior to deadline.

For each area, enter applicable information for the identified Critical Success Factor (CSF) and milestones from this table.

- 1 -- Improve Academic Performance
 - A. Data-driven instruction
 - B. Curriculum Alignment (both horizontal and vertical)
 - C. On-going Monitoring of Instruction
- 2 -- Increase the Use of Quality Data to Drive Instruction
 - A. Data Disaggregation /Training
 - B. Data-driven Decisions
 - C. On-going Communication
- 3 -- Increase Leadership Effectiveness
 - A. On-going Job Embedded Professional Development
 - B. Operational Flexibility
 - C. Resource/Data Utilization
- 4 -- Increase Learning Time
 - A. Flexible Scheduling
 - B. Instructionally-focused Calendar
 - C. Staff Collaborative Planning
- 5 -- Increase Parent/Community Involvement
 - A. Increased Opportunities for Input
 - B. Effective Communication
 - C. Accessible Community Services
- 6 -- Improve School Climate
 - A. Increased Attendance
 - B. Decreased Discipline Referrals
 - C. Increased Involvement in Extra/Co-Curricular Activities
- 7 -- Increase Teacher Quality
 - A. Locally Developed Appraisal Instruments
 - B. On-going Job Embedded Professional Development
 - C. Recruitment/Retention Strategies

Part 1: Identified Needs

List the local needs identified in each Milestone to be addressed by the Intervention Model selected as it relates to the Critical Success Factors (CSF).

1. Improve Academic Performance

Milestones	A	Institute a 1:1 computer ratio for students.
	B	Integrate a technology infused Project Based Learning Program across the curriculum
	C	All teachers will participate in a common teacher planning period daily from 8:00-8:40am

2. Increase the Use of Quality Data to Drive Instruction		
Milestones	A	Teacher leaders will provide coaching for teachers on data disaggregation and using data to inform instructional needs
	B	Teachers will collaborate daily and implement the RtI process for students in need of intervention.
	C	SHHS will work with the LEA to overhaul the campus website
3. Increase Leadership Effectiveness		
Milestones	A	Provide professional development for teacher leaders on coaching
	B	Principal and District Shepherd with encouraged operational flexibility
	C	All teachers leaders will conduct regular walkthroughs each week
4. Increase Learning Time		
Milestones	A	Creation of a modified block schedule which included six ninety-four minute periods every two days and two fifty-five minute periods daily
	B	Extend workday to 8:00 - 4:15 P.M.
	C	Teachers meet twice a week by departments during common planning time.
5. Increase Parent / Community Involvement		
Milestones	A	Develop and institute a parent commitment contract.
	B	Teachers will communicate students' academic progress, attendance and behavior with parents.
	C	The CIS staff will provide family support services as appropriate after attendance home visits
6. Improve School Climate		
Milestones	A	SHHS attendance auditor conduct home visits of students with excessive absences.
	B	Continue to implement and work Positive Behavior Intervention Support system
	C	9th-grade student participation in the GO program including four-year Graduation Plans, individualized career planning, student participation in PSAT/SAT/ACT preparation programs, Youth Against Gang Activity (YAGA), Communities in Schools
7. Increase Teacher Quality		
Milestones	A	SHHS will implement a hyper-monitoring system to observe instructional practices.
	B	Provide professional development in integrated, technology based Project Based Learning
	C	Mentors will be provided for new teachers
Other Identified Needs (not listed above)		
A	Acquire a campus based IT	
B	Acquire a campus based steward	

Part 2: Budget by Identified Needs

Enter the percent of the "Total Grant Funds" budgeted for each of the following categories.

Improve Academic Performance	51%
Increase the Use of Quality Date to Drive Instruction	4%
Increase Leadership Effectiveness	3%
Increase Learning Time	1%
Increase Parent / Community Involvement	3%
Improve School Climate	10%
Increase Teacher Quality	19%
Other Remaining Costs	9%

Enter the percent of the State or Local Funds budgeted for each of the following categories in support of this grant program. *Note: Matching State or Local Funds are not required. If none, enter "0" on each line.*

Improve Academic Performance	0%
Increase the Use of Quality Date to Drive Instruction	0%
Increase Leadership Effectiveness	0%
Increase Learning Time	0%
Increase Parent / Community Involvement	1%
Improve School Climate	1%
Increase Teacher Quality	0%
Other Remaining Costs	0%

Part 3: Intervention Model Transformation TEA Approved Model with technical assistance provided by the School Improvement Resource Center The LEA will implement its own intervention design, within the parameters required by the final regulations released by USDE

Intervention Description – Describe the intervention model selected and how it will be implemented consistent with the final regulations released by USDE for this grant program. Include all major activities of the model.

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

Complete the appropriate model pages below.

Part 3: Intervention Description – TRANSFORMATION MODEL

Describe how the LEA/campus has/will address each of the following requirements of the model.

I. Develop and increase teacher and school leader effectiveness.

A. Replace the principal who led the school prior to commencement of the transformation model; or list when in the past two years the principal was replaced and describe the intervention in which the principal was replaced.

Prior to the 2009-2010 school year, Mr. Darnell White replaced Ms. Melonie Hammons as principal of Sam Houston High School. Ms. Hammons accepted another job in a different city. Mr. White will begin his second year as principal at Sam Houston High School at the implementation of the Transformation Model.

B. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

- i. Take into account data on student growth (as defined below) 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**

- ii. Are designed and developed with teacher and principal involvement;**

The San Antonio ISD Human Resources Department will lead a committee in the design of a performance based evaluation system. This committee will involve staff of the LEA, representatives from the Teacher's Alliance and representatives from the campus. The performance based evaluation system will be implemented on the campus for the 2011-2012 school year.

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;

Performance based incentive pay of \$268,000 per year is included with professional staff extra-duty line item. This amount is based on a meaningful award amount of \$3,000 to \$5,000 for teachers and other professional staff based on the new evaluation tool created under this grant.

Performance based incentive pay of \$50,000 per year is budgeted for support staff extra duty pay. This amount is based on a meaningful award amount of \$500-\$1,000 for each support staff again based on the new evaluation tool created under this grant.

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

Sam Houston High School will provide staff with upfront and ongoing, high-quality, job-embedded professional development related to technology, project based learning, Positive Behavior Intervention Support (PBIS) and data analysis.

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.

Performance based incentive pay of \$268,000 per year is included with professional staff extra-duty line item. This amount is based on a meaningful award amount of \$3,000 to \$5,000 for teachers and other professional staff based on the new evaluation tool created under this grant.

Performance based incentive pay of \$50,000 per year is budgeted for support staff extra duty pay. This amount is based on a meaningful award amount of \$500-\$1,000 for each support staff again based on the new evaluation tool created under this grant.

II. 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

Quantitative and qualitative data will be collected and used on the campus on an ongoing basis to regularly assess performance and make ongoing improvements. Campus administration and teacher leaders will conduct weekly classroom hyper-monitoring visits to collect data on areas such as student engagement, extent to which teaching is aligned with the learning objectives, degree of rigor, and types of assessments used.

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.

Through the combination of the use of the quantitative data available and presented in the campus data room and the qualitative data made available to the campus from CIC's or other data resources (I-Data, Crystal, Edusoft. etc.), Sam Houston will identify successes and potential problem areas. New performance goals will be set for the campus to increase data-driven instruction and student achievement.

III. Increase learning time and create community-oriented schools.

A. Establish schedules and strategies that provide increased learning time (as defined below);

*Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects. Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School." *Child Development*. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in school and out of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. "When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program." *Educational Evaluation and Policy Analysis*, Vol. 29 (4), December 2007, Document No. PP07-121.) http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296*

Sam Houston has established a modified block schedule for the 2010-2011 school year which includes six ninety-four minute periods every two days and two fifty-five minute periods daily

B. Provide ongoing mechanisms for family and community engagement.

For Sam Houston, stakeholders have been involved since the exploration phase. Sam Houston's transformation

plan outlines multiple activities which will engage community partners in significant and meaningful ways that can easily be maintained well after the grant period including but not limited to: participation in Friends of Sam Houston, participation in community project based learning, and serving as mentors. In addition, the Sam Houston model requires the active engagement of students and parents that will transform the school climate and produce a cultural shift that will be sustained through both policy and practice.

IV. Provide 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;**

The Project Manager will meet regularly with the Campus Leadership Team and other involved in the transformation to review all formative and summative assessment data. The District Shepherd and Project Manager will work together regularly to prepare and evaluate the 90 day plans. The frequency of these formative assessments will allow the campus regular means by which to review data and outcomes. The revision of those 90 day plans will allow for the flexibility to make change happen.

- 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).**

Formative Evaluation will be central in determining the success of the TTIPS program. Throughout the program the Project Manager, District Shepherd and Campus Leadership Team will meet weekly to discuss the strengths and weaknesses of the program. They will observe and monitor the implementation of the program and provide assistance and support to the CICS and Teacher Leaders along the way.

The LEA/campus may also implement other strategies within the four components. Describe any other strategies to be implemented. Enter "N/A" if a particular optional strategy is not to be implemented.

I. Develop and increase teacher and school leader effectiveness.

A. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school

Sam Houston High School will develop and institute a system for performance based evaluation and pay.

B. Institute a system for measuring changes in instructional practices resulting from professional development;

Formative evaluation will be frequent and ongoing in the following ways: sign in sheets and evaluation for professional development activities, frequent observations of classroom instruction by the CICs and Teacher Leaders, documented coaching sessions by the CICs and Teacher Leaders, sign in sheets and agendas for departmental meetings and teacher common planning time, formative mini assessments (FMA) given to students minimally every nine weeks, and feedback from parents, students and community stakeholders.

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.

N/A

II. Comprehensive instructional reform strategies.

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;

Campus Instructional Coordinators will provide teacher coaching and conduct periodic reviews to ensure that the New Tech project based learning curriculum is being taught with fidelity and is having the intended impact on student achievement.

B. Implement a schoolwide "response-to-intervention" model;

Teachers will collaborate daily and implement the RtI process for students in need of intervention. The Sam Houston High School RtI model allows for a team approach to what is happening in the classroom and will provide for tiered instruction

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;

Sam Houston High School will provide staff with up front and ongoing, high-quality, job-embedded professional development related to technology, project based learning, Positive Behavior Intervention Support (PBIS) and data analysis. In addition, teachers will continue to attend professional development on SIOP (Sheltered Instruction Observation Protocol) strategies. The use of these strategies will help teachers improve instruction for all students while specifically addressing the instructional needs of LEP and special education students.

D. Use and integrate technology-based supports and interventions as part of the instructional program;

Integrate a technology infused Project Based Learning Program across the curriculum by instituting a one to one computer ratio for students.

E. In secondary schools--

i. 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;

Sam Houston seniors will participate in a dual credit Mathematics and Pre-Engineering course in conjunction with the University of Texas in San Antonio and CPS Energy. This is an effort to expose students to more rigorous coursework in a collegiate environment. Sam Houston High School seniors will participate in the ChemBridge program in conjunction with the University of Texas in Austin. Upon completion of course exams, students will receive college credit.

ii. Improve student transition from middle to high school through summer transition programs or freshman academies;

Sam Houston High School has implemented the Academy of Engineers Summer Bridge program as an intervention in the math class and transition opportunity for incoming 8th graders. The program is designed to increase student passing rates in Algebra I as students transition from middle school to high school.

iii. 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;

Sam Houston High School will work with St. Philips Collge, UTSA and community members to provide additional academic tutoring for Senior non-masters on specified Saturdays. Sam Houston Senior non-masters will participate in the TARGET 100 Initiative.

iv. Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

All special student populations at Sam Houston High School -- including GT, ESOL, LEP, SE, Dyslexia, At-Risk, 504, and Migrant students -- will have the opportunity to receive instructional services and tutoring that fulfill their needs in order to improve their academic performance.

III. Increase learning time and create community-oriented schools.

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;

Community resource providers including Gear Up, Communities in School and the San Antonio Educational Partnership are committed to providing the resources, personnel, and supplies necessary to carry out the goals and objectives of the project. Other sources of in-kind services include community and business leaders serving as mentors and project panel observers. These resources will be garnered by Sam Houston with the support of the LEA's Office of Community and Governmental Affairs as well as the SAISD Foundation.

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;

Sam Houston High School will continue to incorporate the TAKS Practice Period in order to monitor student progress in meeting TAKS goals. During this time TAKS vocabulary and test taking skills will be presented.. In addition, Sam Houston High School will implement DEAR (Drop everything and Read) to promote literacy across the curriculum.

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;

Sam Houston High School will continue providing an alternate educational environment that will reinforce the Positive Behavior Intervention Support model. In addition, the classroom teacher will be responsible to providing assignments in order to ensure students' academic progress.

Expand the school program to offer full-day kindergarten or pre-kindergarten.

N/A

IV. Provide operational flexibility and sustained support.

A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA;

The District Shepherd and Project Manager will work together regularly to prepare and evaluate the 90 day plans. The frequency of these formative assessments will allow the campus regular means by which to review data and outcomes. The revision of those 90 day plans will allow for the flexibility to make change happen. In addition, the ability to revise the Needs Assessment and Professional Development Plans will allow for meeting the needs of teachers and students as further identified during formative assessments, walkthroughs, common planning times, school improvement meetings, and initial activities implemented. All teachers will participate in a common planning period daily from 8:00-8:45 A.M.

B. Implement a per-pupil school-based budget formula that is weighted based on student needs.

N/A

Part 4: Activity Timeline – Describe the timeline delineating the steps the campus will take to implement the selected intervention model and additional improvement activities chosen.

Critical Success Factor	Milestone	Improvement Activity	Begin Date MM / YY	End Date MM / YY
1	A	Institute a 1:1 computer ratio for students.	August 2010	June 2013
	B	Integrate a technology infused Project Based Learning Program across the curriculum	August 2010	June 2013
	C	All teachers will participate in a common teacher planning period daily from 8:00-8:40am	August 2010	June 2013
2	A	Teacher leaders will provide coaching for teachers on data disaggregation and using data to inform instructional needs	August 2010	June 2013
	B	Teachers will collaborate daily and implement the RtI process for students in need of intervention.	August 2010	June 2013
	C	All teachers leaders will conduct regular walkthroughs each week	August 2010	June 2013
3	A	Provide professional development for teacher leaders on coaching	August 2010	June 2013
	B	Principal and District Shepherd with encouraged operational flexibility	August 2010	June 2013
	C	All teachers leaders will conduct regular walkthroughs each week	August 2010	June 2013
4	A	Creation of a modified block schedule which included six ninety-four minute periods every two days and two fifty-five minute periods daily	August 2010	June 2013
	B	Extend workday to 8:00 - 4:15 P.M.	August 2010	June 2013
	C	Teachers meet twice a week by departments during common planning time.	August 2010	June 2013
5	A	Develop and institute a parent commitment contract.	August 2010	June 2013
	B	Teachers will communicate students' academic progress, attendance and behavior with parents.	August 2010	June 2013
	C	The CIS staff will provide family support services as appropriate after attendance home visits	August 2010	June 2013
6	A	SHHS attendance auditor conduct home visits of students with excessive absences.	August 2010	June 2013
	B	Continue to implement and work Positive Behavior Intervention Support system	August 2010	June 2013
	C	9th-grade student participation in the GO program including four-year Graduation Plans, individualized career planning, student participation in PSAT/SAT/ACT preparation programs, Youth Against Gang Activity (YAGA), Communities in Schools	August 2010	June 2013
7	A	SHHS will implement a hyper-monitoring system to observe instructional practices	August 2010	June 2013
	B	Provide professional development in integrated, technology based Project Based Learning	August 2010	June 2013
	C	Mentors will be provided for new teachers	August 2010	June 2013

GRANT FUNDS WILL BE USED TO PAY ONLY FOR ACTIVITIES OCCURRING BETWEEN THE BEGINNING AND ENDING DATES OF THE GRANT AS SPECIFIED ON THE NOTICE OF GRANT AWARD.