

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Celina ISD Organization Name	043903 County-District#
		Celina High School Campus Name	043903001 Campus Number
		756000348 9-Digit Vendor ID#	10 ESC Region
		10552001710012 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 10/1/10 **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
Rob		O'Connor	Superintendent
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
(469)742-9100	(469)382-3607	roboconnor@celinaisd.com	

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

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

701-10-112-196

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by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #1—General Information		
Part 2: List of Required Fiscal-Related Attachments and Assurances		
For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the back of the application as an appendix.		
1 <input type="checkbox"/>	Proof of Nonprofit Status	
	Required for all open-enrollment charter schools sponsored by a nonprofit organization: Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)	
2 <input checked="" type="checkbox"/>	Assurance of Financial Stability	
	Required for all independent school districts, open-enrollment charter schools, and education service centers: Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.	
3 <input checked="" type="checkbox"/>	Assurance of Submittal of Reviewer Information Form	
	Required for all applicants: Check box to indicate assurance that reviewer information form will be submitted. All applicants are required to complete the Reviewer Information Form and to submit it online by Thursday, May 6, 2010 . (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)	

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with <i>R. O'Connor</i>		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013		043903 County-District No. Amendment No.	
by telephone/e-mail/FAX on <i>9/13/10</i> by <i>S. Sheehan</i> of TEA.					
Texas Title I Priority Schools Grant Schedule #1—General Information					
Part 3: Applicant Information					
Local Educational Agency (LEA) Information					
LEA Name					
Celina ISD					
Mailing Address Line - 1		Mailing Address Line - 2		City	State
205 South Carolina				Celina	TX
U.S. Congressional District Number		Primary DUNS Number		Central Contractor Registration (CCR) CAGE Code	NCES Identification Number
4		002512473		SEKF0	4813290 <i>00830 SOS</i>
Campus Name				County-District Campus Number	
Celina High School				043903001	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
3455 N. Preston Rd				Celina	TX
				TX	75009
Applicant Contacts					
Primary Contact					
First Name		Initial		Last Name	Title
Lizzy				Kloiber	Secondary Curric
Telephone		Fax		Email	
(469)742-9100		(469)382-3607		lizzykloiber@celinaisd.com	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
205 South Carolina				Celina	TX
				TX	75009
Secondary Contact					
First Name		Initial		Last Name	Title
Rob				O'Connor	Superintendent
Telephone		Fax		E-mail	
(469)742-9100		(469)382-3607		roboconnor@celinaisd.com	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
205 South Carolina				Celina	TX
				TX	75009

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	Texas Title I Priority Schools Grant Schedule #3—Purpose of Amendment	

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

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

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

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

Part 2: Revised Budget

Complete this part if there are any budgetary changes.

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

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

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

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

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

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

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

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

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

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Part 4: TEA Program Assurances			
#	TEA Assurance Description		
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the transformation model , the campus assures That it will it implement the following federal requirements. 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		

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

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

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Texas Title I Priority Schools Grant Schedule #4A—Program Abstract		
Part 1: Grant Eligibility		
<input type="checkbox"/> Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input checked="" type="checkbox"/> Tier III Eligible Campus		
Identify which timeline the LEA/Campus the applicant will implement.		
<input type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input checked="" type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance		
Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Celina ISD will implement a TEA designed Tier III Transformation Model. The district is unified in their vision to raise student achievement and graduation rates. A district level TTIPS Planning Team was formed to determine the vision, mission and purposes of the project. The team includes administrators, educators, students, parents, municipal and civic leaders, representatives from community organizations, and members of parent organizations. The Superintendent and Director of Secondary Curriculum facilitated the district level team who proposes to address achievement gaps between special education, LEP, and economically disadvantaged learners and the general student population in the core content areas of ELA, math and science by implementing the transformation model as outlined:</p> <p>Goal 1: Improve student achievement and increasing college and career readiness by building the capacity of campus leaders and teachers <u>Objective 1.1: Develop and increase teacher and school leader effectiveness</u> <u>Objective 1.2: Implement comprehensive instructional reforms</u>; <i>Strategies:</i> Extensive training on using data and evaluation systems effectively; provide ongoing high quality professional development including technical assistance, workshops, job embedded coaches, and online learning to develop teachers who are instructional leaders; Create action plans to implement curriculum and instruction enhancements; Identify and utilize teacher leaders to improve instruction; Utilize rigorous and equitable evaluation systems to enhance instructional improvement including walk-throughs and observations; attend meetings, trainings (district and campus educators)</p> <p>Goal 2: Improve campus climate through social and emotional supports <u>Objective 2.1: Increase learning time and create community-oriented schools</u>; <i>Strategies:</i> Implement social supports on campus that personalize the school environment and promote engagement in learning; Provide coordination of social services for students and families; Match high needs students to an educator mentor; implement initiatives to increase community and parental involvement to support student achievement in high school and encourage entrance into postsecondary education and/or training; utilize community partners to provide students with opportunities to serve as employees or interns in their chosen career field.</p> <p>Goal 3: Utilize district support to transform systems <u>Objective: Provide operational flexibility and sustained support</u>; <i>Strategies:</i> Develop a system for comprehensive needs assessment; Provide an electronic management system to analyze data with curriculum and instruction, assessment, and evaluation components; Develop a long range plan for high quality professional development including job embedded coaching and online learning; Create an instructional model that includes benchmark and summative assessment and action plans for continuous improvement; Develop systems of social supports on campus including investigation Positive Behavior Supports; Restructure schedules to include extended learning time for students, educators, and parents.</p> <p>Technical assistance from the School Improvement Resource Center (SIRC) will guide site based teams in planning, implementing, and evaluating the project. Resources will include a professional service provider/case manager, online prof development, ESC partners, and other resources and best practices. The district leaders will work with the technical assistance provider to ensure teams use guidance from research and respect the unique district and school context when developing school improvement plans. After comprehensive needs assessments of the district and campus have been completed and a CIP is fully developed, the plan will be reviewed, revised and adopted by the Board of Trustees. A campus based TTIPS Implementation Team will be formed to determine implementation of each goal and objectives. Focus Teams will be formed to research and develop systems when a need is recognized for targeted support. Lead Teachers will be identified to integrate plans with practice. The district leadership and Board will support the teams in their school improvement efforts by providing support changes in existing operational procedures and structures.</p>		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description																
Part 1: Comprehensive Needs Assessment																
Section A: Campus Grade Levels																
Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant															
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
Public School											137	153	152	128	570	
Open-Enrollment Charter School															0	
Total Students:	0	0	0	0	0	0	0	0	0	0	137	153	152	128	570	
Total Instructional Staff														40		
Total Support Staff														4		
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process																
1	Student Achievement: work with SIRC technical assistance to collect preliminary data that provides an initial picture of student achievement over 3 years															
2	Perceptions about School Improvement: work with SIRC technical assistance to collect preliminary data that provides an initial picture of perceptions about current and past improvement processes															
3	School Performance: work with SIRC technical assistance to look closely at factors affecting student outcomes by comparing district practices to practices of high-performing districts															
4	School Climate: Work with SIRC to collect and organize additional data from multiple sources including demographics, parent perceptions, student learning, school processes															
5	Curriculum and Instruction: Work with SIRC to conduct a 'Gap Analysis' to examine alignment of standards, curriculum, instruction, assessment, resources															
6	Educator Quality: Work with SIRC to determine educator preparation and competencies in their field.															
7	Academic Programs: Identify student curriculum sequences leading to career and college preparedness and surveys of student talents/interests/enrollment.															
8	Social Supports: Identify social supports available to students at the campus and perceptions of students about utilizing resources.															
9	Parent Participation: Identify parent participation programs and perceptions about the school/home/community relationship.															
10																

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 1: Comprehensive Needs Assessment Cont.		
Section C: Process Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.		
<p>The School Resource Improvement Center (SIRC) will provide technical assistance direction to conduct a comprehensive needs assessment. Assessment data will be analyzed to determine the needs of the district and campus in order to be able to have all students meet challenging State content and academic achievement standards. A district and campus snapshot will be taken. A district and campus snapshot will be taken. The resulting needs assessment will:</p> <ol style="list-style-type: none"> a. provide a systematic review of data <ul style="list-style-type: none"> • to indicate skills which students have and have not mastered, with implications for modifications in instruction • to indicate other areas of concern on the campus, such as classroom management or lack of parent involvement b. tie data analysis to campus goals and campus improvement plan c. target areas of need <p>Data will be gathered from: benchmark/district assessments, TAKS reports, progress reports/report cards, attendance data (student and teacher), tardy reports, teacher observations and walk-through data, parent attendance at school events, parent complaints, surveys, current staff development evaluations, and other appropriate information sources.</p> <p>All components effecting student achievement will be evaluated as part of the needs assessment including individual, teacher, and grade level achievement, formalized instructional programs, campus programs and procedures (scheduling, tardy policy, communication processes), and new initiatives (school websites, extended day programs, computer lab sessions, parent activities).</p> <p>With the guidance of SIRC, the most effective method for implementing grant activities on the campus will be considered including how we learn, the various ways that staff can participate in improvement, the philosophy about job-embedded staff development, etc. All components of the grant program will be considered including scheduling and budget concerns.</p> <p>The planning cycle begins with the needs assessment. The needs assessment provides the foundation for the grant activities that will be included in the campus improvement plan. SIRC will work with the planning team and campus and project leadership to:</p> <ul style="list-style-type: none"> • Identify areas of strength and areas that need to be improved • Define outcomes for grant activities and goals • Align grant activities for the campus and for individual staff members to the needs • Set the expectation for implementation <p>Ongoing Monitoring: The needs assessments will serve as a basis for faculty and school leadership will to change school and classroom practices. Data will be collected throughout the year to monitor and adjust grant goals and activities in the following ways: use the baseline data to determine growth in areas of need and areas that are strengths; monitor changes in data to make decisions about grant timelines in each program component including curriculum/instruction, staff development, assessment, etc.; and incorporate data-based needs into the 90 day action plans and annual campus improvement plan.</p>		

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Part 1: Comprehensive Needs Assessment Cont.			
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.			
1	Middle and High School Educators including all subject areas, ESL/Bilingual, Technology, and Special Education		
2	Students from high needs subpopulations		
3	Parents		
4	Administrators including ESL/Bilingual, Technology, and Special Education		
5	Community members who represent social service organizations		
6	Community college partners		
7	Business partners in career pathways		
8	SIRC/ESC XIII consultants		
9	Other representatives of groups identified in the needs assessment		
10			

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Schedule #4B—Program Description		
Part 2: Project Management		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.		
<p>Celina ISD will support the grant program with personnel, building use, materials, and resources. The district has the capacity to use grant funds to provide adequate resources and related serves/support to the campus to implement, fully and effectively, the required activities of the transformation model.</p> <p>Research Based Programs Rigorous prevention and intervention programs initiated through the project will be supported by the district:</p> <ul style="list-style-type: none"> ○ The district has built a technology structure that includes a Wide Area Network with teacher and student access to communication tools, storage, and Internet access to enable participants to access learning, management, and assessment programs. ○ The P-16 plan developed includes career track programs that organize curricula around one or more careers or occupations by integrating both academic and occupation-related classes. The district will provide adequate resources for developing and sustaining this initiative that provides a personalized learning environment including IHE partnerships, building space, financial support, staff, etc. ○ The campus will provide adequate resources and support to implement a Middle School Transition program including extended schedule and specialized curricula to provide enrichment activities for entering 9th graders. <p>Resources and Materials: The district will provide curriculum and instruction resources through the established financial management system. Incentives will be provided to add a catalyst and a motivational dimension, giving people a reason to change. The Asst. Superintendent for Finance will coordinate grant ordering/receiving and incentive payments. The administrator will work with the Grant Manager and district leadership to ensure the budget expenditures are appropriate and align with the budget categories and use of funds specified in the grant application.</p> <p>Professional Development: Training is a key to success for project participants. Educators will develop knowledge and skills through on-site technical assistance, professional development (on-site and online), webinars/podcasts/publications, case management, coaching, and consultation. The staff development model will be coordinated with assistance from the Director of Secondary Curriculum. District staff development schedules will be modified to include the innovative model. The district has adequate training rooms to facilitate various meetings and professional development sessions.</p> <p>Assessment: The district will add layers of progress monitoring through the school improvement project including formative, interim, and summative tests. The assessments will be administered and scored using technology-based programs. Vendors will install the technology equipment and programs and district technicians will troubleshoot and support technology use.</p> <p>Parent Participation: Celina is a small town that is growing at a rapid rate. Parents and community members have always been active participants in the school district. As the needs of a diversified population increase, the school is committed to extending the use of facilities and resources to meet the demand for family activities and events.</p> <p>Celina ISD has the capacity and commitment to meet the challenge of implementing a successful school improvement initiative. It is the attitude of the school educators that is the true measure of the district's capacity to implement a successful transformation project. The teachers, administrators, students, and parents at Celina High School are exciting about the prospect of restructuring the campus into a model that ensures achievement for each student. When obstacles appear, we will clear the path to success.</p>		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
<p>The district is a member of a group of small schools in north Texas who collaborate to promote student achievement through school improvement projects. The school district partners have met for two years to study research based programs effective in improving school achievement. The results of the meetings have led to a comprehensive plan for school improvement that provides rigorous and relevant curriculum and instruction in career tracks indicated by workforce demands. The proposed program includes academic and social supports that begins in middle school and continue in high school to ensure students stay on track to graduate from high school and earn an industry certification and/or hours toward a postsecondary degree. To develop a plan that meets the needs of families, the school, and the community, the following focus groups were included in collaborative meetings:</p> <ul style="list-style-type: none"> • Students and families met with site-based teams to develop a common vision and purpose. Group members visited schools with exemplary ratings and above state average graduation rates. • The group initiated partnerships with higher education including three institutions in the Denton area: North Central Texas Community College, the University of North Texas, and Texas Woman's University. Each IHE has developed career tracks that meet high school graduation and IHE 40 General College Core curriculum requirements. • The partners met with representatives from the Texas Workforce Commission as well as local and regional businesses that support the development of an educated and skilled workforce to identify opportunities for scholarships, internships, and practicums in identified career tracks; • Representatives from social service organizations and churches were contacted to suggest recommendations and referral systems for providing services to school district students and families; • Non-profit organizations were recruited to commit funds to provide scholarships for students taking dual credit courses and certification programs during high school. <p>Research based recommendations form the framework of the proposed plan. Celina ISD and community partners have dedicated faculty, staff, employees and resources to actively plan for school improvement. The Celina High School site based team has taken the information presented at collaborative planning meetings to develop project components that meet the needs of our specific school populations. The proposed project for the Pathways to Success model will serve 570 students over a three year period at Celina High School. The project is designed to provide a systematic model for school improvement that meets the needs of all relevant stakeholders.</p>		

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Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
<p>The proposed project involves faculty and school leadership in a process to restructure and make major changes in the school's organizational rules, roles, and relationships in order to obtain different results. The process includes an initial review of current practices followed by engaging faculty in developing a plan to change school and classroom practices in ways that improve student achievement and high school graduation rates. The plan includes the formation of focus teams, leadership practices, instructional practices, guidance practices, expectations practices, and methods of providing students with extra help. Because the project focuses on school improvement, the campus will modify practices and/or policies in seven areas of focus: 1. Use data to improve academic performance: Modify campus calendars and schedules to implement a research based instructional program in the content areas of English Language Arts, Math and Science. Include ongoing monitoring of instruction on the calendar at least three times each year. Modify student intervention plans, schedules, and grade 6-12 course sequences based on data. 2. Increase the use of quality data to drive instruction: Modify the professional development schedule to include initial training by the technical assistance provider and ongoing, content-specific training by the campus based Coach to teachers. Update lesson plans at weekly meetings and curriculum sequences each 90 days based on student data. Update curriculum improvements on the Campus Improvement Plan annually. 3. Leadership Effectiveness: Modify the school professional development calendar to include technical assistance (an overview of school improvement/reform, a review of current school and classroom practices, an exploration of the norms and culture of the school, and a visit to a school involved in schoolwide reform). Also, add a workshop for the faculty to take ownership of the improvement effort and develop a site-based improvement plan to advance the achievement of students. Modify staffing, calendars/time, and budgeting to implement the plan. Review and revise leadership evaluations with involvement of the persons to be evaluated and institute an awards schedule that takes into account leadership participation in school improvement, reflect student achievement, & HS graduation rates. 4. Learning Time: Identify and implement credit recovery and tutorial extended day classes in core content areas as determined by needs assessment. Provide bi-weekly sessions with the Content Coach for Collaborative Planning to encourage team teaching, and Data Use to analyze data and integrate results into lesson plans. Modify campus schedules to include extended day programs. 5. Parent/Community Involvement: Modify the school calendar to include Homework Help sessions that provide parents with information concerning supporting their student to set aside study and reading time, accessing resources for homework assistance, and preparing to enter college; middle school and high school plans and courses that lead to graduation and certification and/or college credit in career fields will be introduced to parents. Visits to colleges and enrichment activities exploring career fields and promoting a college going culture will be implemented. Students who need mentoring support to meet academic and personal goals will be matched to a mentor. Mentors will be Special and Elective teachers. Campus staffing will be modified to include a Parent/Community Liaison to coordinate adult education sessions. 6. School Climate: Each student will develop a Personal Graduation Plan in 8th grade. Test scores, individual interests and talents, and academic goals will be used to develop the plan that outlines the scope and sequence of services needed to reach the student's individual program goals up to four years beyond the completion of the HS program. Dual credit and certification courses will be added to the HS graduation plan. Teachers will be encouraged to earn ATC credit to teach certification courses and masters degrees to teach dual credit courses. Teachers in need of support in teaching rigorous college preparatory classes will be provided with a grade level mentor to meet the demands of rigorous courses. Campus staffing will be modified to include a Mentor/Career Liaison to coordinate sessions. 7. Teacher quality: The prof. development schedule will be revised to include ongoing high quality training (workshops, coaching, weekly data analysis/planning meetings) based on the content knowledge needs of each teacher and instructional best practices identified in the needs assessment. The evaluation process will be reviewed and revised with the involvement of the faculty to institute a rewards structure that takes into account leadership participation in school improvement and reflects student achievement and high school graduation rates.</p>		

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Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>Partnerships: Celina High School has the climate and culture of a rural school and is the focal point of this community. The community, parents, business leaders and campus staff are engaged in school events and activities. Statements of support from parents and community members along with faculty and staff are unanimous in their call for exemplary student achievement. Further, each group will be responsible for specific tasks, e.g. parents to monitor student performance, community members and business leaders to participate in campus reform planning and school staff to address areas of needed reform to increase student performance and achievement. Resource Management: Celina High School will develop a reform-minded Planning Team, facilitated by the Secondary Curriculum Director and principal and staffed by a campus-based Grant Manager, teachers, students, parents, counselors, community and mentor liaisons, department chairs, and community members. The external technical advisor will provide guidance and support. The TTIPS Planning team will meet as needed during the planning phase of the grant. The team will meet once monthly during implementation phases to assess the process and progress of grant activities. The Planning Team will determine the vision, mission and purpose of the project. The technical assistance provider will provide resources for training in communication skills, team building, use of decision-making models, conflict management, and understanding of the change process. The site based TTIPS Implementation Team will make decisions concerning programs, budgets, and personnel at the campus level. The district will provide adequate time for meetings in optional scheduling formats. The Grant Manager will be responsible for developing the grant calendar and expenditure of budget based on TTIPS team direction. Core subject teachers will be responsible for providing instruction and tutoring for students in rigorous high school classes and teaching extended day sessions. Teachers will also administer benchmark, course, and state assessments to students. Classrooms will be equipped to teach hands-on, real-world lessons. Schedules will be adjusted to extend computer lab hours to accommodate extended day classes and meetings. The campus principal will be responsible for ensuring the smooth operation of the program including: ensuring teachers have the resources and materials they need, making sure that there is sufficient physical space for the program, monitoring and observing instruction, keeping track of student and staff attendance, monitoring teacher attendance at the professional development sessions, and ensuring students have signed up for the program. Special and elective course teachers will serve as mentors to provide support to build personal relationships that ultimately improve academic performance and attendance. A Mentor/Career Liaison will provide support career track development and mentor teachers. A Community/Parent Liaison will provide adult education and coordinate student mentoring services. Internal Communications: It will be the responsibility of the Grant Manager to design and implement an internal and external communications system that will report to all parties the status and effectiveness of grant activities, budget expenditures, student progress toward performance targets and overall progress toward reaching program goals and objectives. A meeting matrix with timelines and staff responsibilities will be published. Teachers will meet with Lead Teachers and Coaches weekly. Reports will be made at the end of each week to the Secondary Curriculum Director, monthly to the Superintendent, and periodically to the Board of Trustees so that all parties can know and understand the status of grant implementation and progress made to date. The Grant Manager will also be responsible for those reports required by the Texas Education Agency in areas of program and finance.</p> <p>Supplement not Supplant: Celina ISD will utilize all available funds to provide an effective grant program for struggling learners. The district and campus gives assurance that the campus will receive all of the state and local (non-federal) funds it would have received in the absence of the SIG funds and TTIPS SIG funds will supplement the amount of those non-Federal funds. State or local funds will not be decreased or diverted for other uses merely because of the availability of these funds. The district will maintain documentation which clearly demonstrates the supplementary nature of these funds. The Grant Shepherd and Asst. Superintendent for Business and Finance will monitor the supplement, not supplant requirement.</p>		

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Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>Celina ISD will provide district and campus support. The district level support, Grant Shepherd, will serve as support to campuses undertaking the tranformation process. The responsibilities of this person will include: oversight of the tranformation process, ensuring the responsiveness of the district offices to the tranformation efforts, providing a direct line of communication to the superintendent and other critical district level-leaders, assisting in eliminating any district-level barriers that may hinder the transformation process, and serving as a resource and mentor to the principal and high school. The Shepherd will attend all meetings/professional development sessions throught the duration of the tranformation process. Specific job responsibilities will include: ensure the camps is provided operational flexibility; ensure effective implementation of all components of the tranformation process; monitor the progress of 90 day action plans; regular communication with the transformation campus; regulary scheduled meetings with the campus-based Grant Manager; remove barriers that may hinder the transformation process; provide support and feedback to the principal and teacher leaders when neede or requested; take an active role in problem-solving with the principal and teacher leaders; attend campus leadership meetings; assist in the replacement and recruitment of qualified staff; assist in efforts to increase community and parental involvement; support the placement of social service resources a the campus; partner with campus to generate a positive school culture; and submit required grant documentation/reports.</p> <p>The District Shepherd for this TTIPS initiative will be the Secondary Curriculum Director. The administrator is qualified for the position and has vast experience in the field of education, serving as a teacher, principal, and administrator in Texas secondary schools. The district administrator is responsible for oversight of curriculum, operations, and leadership at Celina secondary campuses; has direct communication with the superintendent and influence over central office procedures. The administrator is committed to the school improvement project, has coordinated all aspects of the planning process, and views this role as an integral part of her responsibilities. The director's vast experiences in education, administrative position, and commitment to campus transformation make the educator a highly qualified candidate to serve as Grant Shepherd.</p> <p>The campus level support, the Grant Manager, will manage and coordinate grant components and ensure that program activities are performed according to the established timeline. The responsibilities of this person will include: oversight of the tranformation process at the campus level including: coordinating assessment activities and collection of data, oversight of professional development and intervention programs; ordering and receiving materials and resources, coordinating parent participation activities, submitting required reports at the campus and district level, providing a direct line of communication to the Grant Shepherd and campus administrators, and assisting in eliminating any campus-level barriers that may hinder the transformation process. The campus-based Grant Manager will attend all meetings/professional development sessions throught the duration of the tranformation process.</p> <p>School improvement is a complex process because it requires new behaviors of central office staff, principals, teachers, students, parents, and community members. The Grant Manager will need to develop colleagueship with the administration, faculty, and staff in order to participate in and invite staff participation in policy development, and ensure that the needs of the campus and district are met. The campus educator selected is a highly respected district educator from the high school campus who is uniquely qualified to meet the challenges of this role. The educator is a life-long learner who seeks professional development opportunities, has a successful record of teaching high needs learners in a core subject targeted by the initiative, and has served as an effective member of the Campus Improvement Team.</p> <p>By selecting leaders committed to the transformation process at the district and campus level, the district will ensure success in raising the academic achievement of Celina High School learners, increasing the percentage of students graduating from high school, and increasing the number of students entering college.</p>		

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LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>School improvement in the 21st century centers around restructuring governance structures, and redistributing decision-making authority to stimulate improvement (Malen, Ogawa, & Kranz, 1990). Site-based decision making and school improvement is very complex. A Grant Manager will be hired to support the district's school improvement efforts and model site-based decision making. The facilitator will work through concerns, encourage resistant staff, and build on mistakes and successes to bring about change. The campus-based Grant Manager will work under the supervision of the campus Principal and report directly to the Director of Curriculum. The district will provide resources for training in communication skills, team building, use of decision-making models, conflict management, and understanding of the change process. SIRC will provide technical assistance. The Grant Manager will be responsible for facilitating program planning, implementation across the district, campus, and community: TTIPS Planning Team: Initial planning will be done at the district level by a team representing the school and all stakeholders. The team will be facilitated by the Director of Curriculum and Principal and staffed by a campus-based Grant Manager, teachers, students, parents, counselors, community and mentor liaisons, department chairs, and community members. Goals and priorities will be articulated for the entire system through the Planning Team. These goals form the parameters within which the campus will function so that there is systematic reform. District policy including programs, calendars, budgets, and personnel options will be developed through the Planning Team. The district will provide appropriate flexibility to enable the school to develop a unique plan that meets the needs of the campus while representing the global goals common to the campus and to the district. The Central Office Administrators, Principal and Grant Manager will model shared decision making patterns by exhibiting a helping attitude that responds to the decisions and declared needs of the schools. It will be the responsibility of the Grant Manager to establish those networks and linkages necessary to communicate Planning Team vision, mission, and purposes to the campus based TTIPS Team. The Grant Manager will provide a report of each Planning Team meeting and share the information with the campus. TTIPS Implementation Team: The site-based team will be responsible for designing programs, personnel and budget that meet the unique needs of the campus. Teachers will work with campus administration as key participants in the new authority for decision to determine programs, personnel, and budget. Students and parents will give input in decisions. These site actors will be organized into a TTIPS team to represent their colleagues. Given discretion and influence, the team will use their authority to consider learning approaches that are tailored to high-needs populations of students at Celina High School. The Grant Manager will be responsible for developing the grant calendar and professional development schedule, and oversee grant staff (RTI Teachers, Coaches, and Liaisons). The Grant Manager will provide a report of each Implementation Team meeting and share the information with the Director of Curriculum at weekly meetings. The administrator will share information with the Superintendent at bi-monthly meetings and the Board of Trustees periodically at regularly scheduled meetings. TEA reports will be submitted by the Grant Manager. TTIPS Data Based Instruction: The Grant Manager will coordinate data collection and curriculum management systems. The manager will provide coordination for professional development on use of an electronic curriculum and assessment management system. The Grant Manager will also oversee the development of curriculum benchmarks aligned with TEKS and TAKS, input of benchmark data three times each year, analysis of data to inform curriculum and instruction, and associated tasks. The Director of Curriculum will provide guidance in curriculum management tasks. TTIPS Budget and Resources: The Grant Manager will oversee the budget including ordering and receiving grant purchases based on TTIPS team direction. The campus based manager will ensure funds are spent appropriately to meet the goals of the grant project as requested in the application. The Asst. Supt for Finance will provide guidance in meeting budget guidelines.</p>		

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Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>The school district has the capacity to sustain the program after the project ends. Research indicates that several components are essential to sustaining an effective school improvement program. The proposed project will develop and sustain the program using the following components: 1. <u>Development of systems for change.</u> Systems will be developed during planning and implementation of the project to provide a vehicle for sustained reform. A curriculum management program that includes assessments, and data collection and analysis tools will be identified and purchased through the project. As curriculum is aligned to meet state standards, the curriculum will be uploaded into the management system. Existing curriculum resources will be integrated into the electronic program. Benchmarks and summative assessments will be developed and housed in the same program. Student data will be analyzed using the program and curriculum revised based on the information. The system of alignment, assessment, review and revision will be documented and repeated each year. After three years, the curriculum process will be a system that is part of the campus schedule. 2. <u>Academic Supports.</u> Intervention programs will be identified and implemented during school and extended day sessions. Program resources will be purchased to provide hands-on instruction that meets the needs of high-need learners. Electronic programs that provide credit recovery will be identified and purchased through grant funds based on data. If successful, programs will be sustained using local, state, and federal funding sources as appropriate. 3. <u>Social Supports.</u> The mentoring model will be sustained by teachers in the district. Also, parent education concerning college preparation and entrance will be sustained through IHE partnerships. Business partner support in the form of internship and/or scholarships will be sustained through the career track initiative which provides businesses with skilled labor and students with experience in the field. 4. <u>Highly qualified & certified staff who are committed to working with at-risk students.</u> Celina ISD employs a highly qualified and certified staff to successfully implement programs and coordinate youth data across multiple agencies. It is critical to identify a single point of contact to be responsible for communicating with grant staff & cooperating partners. The Celina ISD Director of Curriculum will coordinate the project. If successful, educators hired to implement the reform model will be employed after the project has concluded. The educators hired to serve as math and science Coaches, as well as educators employed to implement the schoolwide RTI model will be sustained by the predicted 5% growth in the high school population over the next three years. 5. <u>Ongoing, high-quality staff development.</u> Celina ISD will use the professional development model established through the grant project to provide training that expands participants' repertoire of strategies for utilizing data to drive project components and work with at-risk youth. Educators trained in decision making, peer mentoring, and reform methodologies will become trainers for the district. 6. <u>Incorporation of the model into the ongoing work of project partners:</u> School district administrators, IHE faculty and administrators, and representatives from community agencies have quarterly meetings as the North Texas Successful Schools Collaborative to plan for secondary school reform that encourages High School graduation & enrollment in postsecondary education. This team will meet annually with the Planning Team to coordinate programs and incorporate the model into current projects including: (1) North Central Texas College - The Higher Education Coordinating Board Teacher Quality - science and math professional development for secondary teachers; (2) Texas Education Agency Dropout Recovery program - Alternative graduation plans leading to enrollment in college credit courses or technical certification programs; (3) Department of Labor (DOL) Community Based Training Grant WINDOWS - health/science pathways leading to industry certification and RN and LVN degree programs; (4) THECB College Connection grant - to educate high school seniors about the importance of a college education and assist seniors with the college application process; (5) DOL Technology Based Learning grant - creating an online LVN to RN bridge program (6) DOL Health Care Project - provides funding for career tracks in health science fields. The collaborative will continue to seek grant program funding to support and sustain the project in future years.</p>		

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>Celina ISD will contract with The School Improvement Resource Center (SIRC) as the external provider to support the district with technical assistance in implementing the Tier III Transformation project. The School Improvement Resource Center is housed at Region XIII Education Service Center (ESC) in Austin. It is TEA's Title I-funded technical assistance provider to campuses identified as needing improvement. SIRC exists as part of the Texas Center for District and School Support (TCDSS) which provides support and technical assistance to campuses staged in intervention status in both the state and federal accountability systems. In general, SIRC will provide the following types of support and technical assistance to all grantee LEAs and schools.</p> <ul style="list-style-type: none"> • Training on grant intervention model options • Training, assistance, and support to grantees implementing the four improvement models and the Tier III program • Support for implementation of grantee's District Turnaround Office • On-site technical assistance via Professional Service Provider (PSP) • Pre-assessment of the LEA's' readiness, capacity, and commitment to implement the grant program • Needs assessment of the LEA's systems of support, formative assessment processes, use of data, and professional development • Assistance for grantees with awareness and communications around the grant • On-going technical assistance to LEA and campuses, including, but not limited to, phone communication, online resources, face to face mentoring/training, webinars, teleconferencing or discussion boards. <p>SIRC will provide required professional development opportunities to the district. The district will pay SIRC a fee for additional technical assistance as identified by the needs assessment.</p> <p>Any other external providers recommended by the technical assistance provider on the basis of the needs assessment will be selected and screened following state and federal guidelines for the TTIPS project.</p>		

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Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
<p>Celina ISD will select a school that is similar in size and demographics and has been successful in implementing a transformation project. The school district will rely on guidance from School Improvement Resource Center (SIRC) concerning selecting a location for the site visit. Members of the Planning Team will focus on identifying:</p> <ul style="list-style-type: none"> • School Culture • Physical Facilities • Professional Development • Academic Programs (including Curriculum, Instruction, Assessment, Resources) • Social Supports and Resources • Partnerships • Schedule, Calendar, Policy and Rule Changes <p>Team members will use the information in translating its vision into action with SIRC guidance. Creating and maintaining a focus on improvements in teaching and learning will likely require major evaluations and shifts in how monetary resources are used, how personnel are distributed, how schedules are developed, and which programs are supported. Comparing the needs and solutions of another school who has successfully completed the transformation process will be beneficial in developing a plan of action to meet our own unique needs.</p>		

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

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

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Section B: Model Selection Process –Describe in detail:		
<ol style="list-style-type: none"> 1. The process the LEA and campus followed/will follow to select a school intervention model that aligns to the identified needs of the campus. 2. The timeline delineating the steps the campus will take to implement the selected intervention. 		
Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
The process the LEA and campus followed/will follow to select a school intervention model that aligns to the identified needs of the campus. The campus followed Texas Title I Priority Schools guidance documents and web-based resources to determine the capacity of the school to implement reform, identify the unique needs of the campus, and select a corresponding school intervention model:		
<p>Step One: Form a decision-making team. Each district has unique situations that require a customized approach to school improvement. To ensure success of the change process, Celina ISD formed a Planning Team of relevant stakeholders to make decisions. The leadership team included: the Superintendent, Secondary Curriculum Director, Technology Director, High School Principal, Asst. Principal High School, Asst. Superintendents and Curriculum Directors from collaborative districts, and a School Improvement Consultant who has experience in successfully implementing school improvement initiatives. This team was expanded to include teachers, the campus counselor, parents, and students once the process had been initiated based on guidance documentation.</p> <p>Step Two: Answer narrowing questions. The team utilized the "Questions for Consideration" to determine that the district has the capacity and mind-set to implement the transformation school intervention model. The team found that the campus has: strong instructional leaders and an experienced staff that is open to change; an innovative administration that will support operational changes to budgets, staffing, and scheduling and will participate in all technical assistance activities; the facilities and capacity to provide ongoing extended day professional development, credit recovery classes, intervention sessions and family participation events; a commitment to establishing systems for data collection and analysis to drive curriculum, instruction, and educator evaluations; the budgetary systems and capacity to process grant related expenditures including personnel (incentives and extra-duty), consulting fees, instructional materials, technology purchases, and travel; welcomes the introduction of social services such as Positive Behavior Supports.</p> <p>Step Three: Collect data/perform Needs Assessment. The campus conducted an initial needs assessment. A school profile was developed:</p> <p>Celina is a growing suburban town in North Central Texas. The school district serves 581 students in grades PreK-3 at the elementary campus, 377 students in grades 4-6 at the Intermediate campus. 278 secondary students in grades 7-8 attend Celina Junior High School which is the only feeder for the high school campus. The high school serves 570 students in grades 9-12. Approximately 29% of students in the district qualify for free and reduced meals. 13.3% of the students in the district qualify for special education service and 6.2% receive second language support.</p> <p>The Principal at the high school is a strong leader in the areas of operations, curriculum and instruction, and leadership. He has served as a teacher, assistant principal and principal for 25 years. During his years at Celina High, the principal has initiated programs that promote academic achievement and college preparation including expanding dual credit and ATC college credit course offerings. The leader has also established extra-curricular activities that support a college going culture including UIL competitions and professional student organizations. Celina is growing at a dramatic rate. The population in the small community is changing rapidly to include a high number of learners from economically disadvantaged backgrounds with diverse needs. The leader is committed to meeting the needs of each student through the proposed transformation initiative.</p> <p>100% of the instructional staff at Celina High School is highly qualified and certified. 22% of the educators hold a master's degree. There are 41 teachers in the school and 5 paraprofessionals. The educators have high rates of attendance. Professionals are evaluated using the Professional Development and Appraisal System (PDAS) which takes into account professional development, instructional best practices, classroom management, and student academic performance.</p>		

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Schedule #4B—Program Description

Part 3: Intervention Model

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

9 th GRADE	Campus	Hispanic	White	Econ Dis	Spec Educ	LEP
English	97%	95%	97%	80%	95%	*
Math	91%	89%	93%	*	78%	*
Science						
Social Studies						
All	90%	89%	91%	83%	79%	*

10 th GRADE	Campus	Hispanic	White	Econ Dis	Spec Educ	LEP
English	96%	83%	98%	79%	*	*
Math	79%	38%	86%	45%	*	*
Science	75%	44%	81%	41%	31%	*
Social Studies	95%	80%	98%	78%	54%	*
All	66%	25%	75%	25%	15%	*

11 th GRADE	Campus	Hispanic	White	Econ Dis	Spec Educ	LEP
English	97	85	95	65	45	*
Math	85	71	90	62	10	*
Science	93	81	97	81	60	*
Social Studies	99	95	99	89	82	*
All	83	57	88	48	9	*

2009 AEIS data above reveal there is an achievement gap between Special Education, Hispanic, and economically disadvantaged subpopulations and the general student population. The number of students with limited English proficiency is not large enough to count in AEIS. However, students in this subpopulation represent the lowest number of students meeting state standards and the population is growing rapidly. It is clear that the school needs to implement a system of data-based interventions to raise academic achievement for students in diverse subpopulations.

Step Four: Determine Best Fit Model: To determine the best fit model and partners for the project, we turned to research. The planning team looked at each the components of each model and in view of the campus needs. The team explored federal statutory requirements for each model to develop a basic framework that outlines the roles and responsibilities involved with accomplishing each critical success factor at Celina High School. The framework developed lists strategies and components necessary to implement a Transformation Model that meets the needs of the campus:

1. Strategy: Teacher/Leadership effectiveness

Description: Measures the District will take in developing teacher and school leader effectiveness.

Implementation Actions for District

- ✓ Provide for an infrastructure for Continuous Improvement
- ✓ Implement, assess and adjust instruction in short term cycles of improvement
- ✓ Design planning and decision making plan
- ✓ Establish structures for team planning
- ✓ Provide adequate time for teams to meet, conduct business
- ✓ 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
- ✓ Establish evaluation criteria with input from educators and principals that is directly tied to expected outcomes

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<div style="margin-left: 20px;"> <ul style="list-style-type: none"> ✓ 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 ✓ 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. ✓ Systematize the regular reporting of the work of the school and district </div> <p>2. Strategy: Comprehensive Instructional reform strategies</p> <p>Description: Instructional reform strategies</p> <p>Implementation Actions for District</p> <div style="margin-left: 20px;"> <ul style="list-style-type: none"> ✓ Establish plan for monitoring fidelity of implementation of the curriculum ✓ Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards ✓ Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. ✓ Provide for comprehensive training and support materials ✓ Build capacity to monitor and maintain alignment between curriculum standards and classroom instruction, including use of formative data ✓ Provide resources (time, expertise, planning support, professional development) to enable teachers to incorporate changes required to align instruction with standards ✓ Utilized coaching methods to support teachers in differentiating instruction ✓ Use student data to drive instruction by training teachers and principals in how to interpret and use data to change instruction ✓ Allocate resources to support the method (materials, release time and extra-duty pay) ✓ Institute a system for measuring changes in instructional practices resulting from professional development ✓ Implement a school-wide RTI program to meet the needs of students with disabilities ✓ 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 ✓ Provide additional supports and professional development to ensure that limited English proficient students acquire language skills to master academic content ✓ Use and integrate technology-based supports and interventions as part of the instructional program ✓ Increase rigor by offering opportunities for students to enroll in advanced coursework (career based learning tracks that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework) ✓ Improve student transition from middle to high school through summer transition programs or freshman academies ✓ Increase graduation rates through credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills ✓ Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate </div>		

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3. Strategy: Increasing learning time and creating community-oriented schools

Description: Extending learning time and creating community-oriented school.

Implementation Actions for District

- ✓ Establish a "buy-in" plan for extended learning time
- ✓ Allocate and increase funds to support extended learning time
- ✓ Provide professional development to ensure that teachers use extra time effectively and tie extended time learning to classroom instruction
- ✓ Determine how the district will monitor progress of the extended learning time initiative
- ✓ Establish schedules and strategies that provide increased learning time
- ✓ Establish a plan to provide effective extended day programs such as before and after school programs, summer school, Saturday school, extended day programs
- ✓ Provide ongoing mechanisms for family and community engagement.
- ✓ Determine if further supports of extended learning time are needed including restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
- ✓ Determine if implementing 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 are warranted
- ✓ Partner with parents to develop individual goals that lead to academic success and entrance into postsecondary education and/or training
- ✓ Provide career and college information through College Bound activities
- ✓ Parents receive regular communication in their home language about learning standards, their children's progress, and the parents' role in their children's school success.
- ✓ Parents receive practical guidance to maintain regular and supportive verbal interaction with their children about their school experiences and progress, provide a time for homework, promote regular reading habits
- ✓ Parents receive practical guidance to model and encourage respectful and responsible behaviors and are given opportunities to meet with each other to share their child-rearing concerns and successes.
- ✓ Parents are given opportunities to meet with teachers to discuss both their children's progress in school and their children's home-based study and reading habits and report cards show the student's progress in meeting learning standards
- ✓ Parent involvement policies, classroom visit policies, and homework policies are clear, constructive, and frequently communicated to parents and teachers.

4. Strategy: Operational and Sustained Support to building principal

Description: Flexibility and support to the building Principal that will serve to substantially improve student achievement outcomes and increase high school graduation rates.

Implementation Actions for Districts

- ✓ Decision about calendars/time/scheduling
- ✓ Decision about staffing
- ✓ Decisions about budgeting
- ✓ Align budgets with school improvement priorities
- ✓ 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).

Step Five: Collect additional or missing data in order to make an informed decision. The team considered the capacity of the campus to perform the strategies including: roles and responsibilities of partners, providers, and staff; use of facilities; capacity of budget/financial management systems to handle project; parent and community support; etc. The team determined the district and campus would need ongoing and sustained support from SIRC to implement key elements of the Transformation model. Key elements to be provided by the SIRC-approved external technical assistance provider will include:

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- ✓ Guiding the school through the School Improvement Process
- ✓ Collaborating with school personnel and committees for implementing school improvement recommendations
- ✓ Training the school personnel in the use of disaggregation of data and the use of benchmarking as an internal progress
- ✓ Monitoring and assess progress focused on student learning results
- ✓ Building capacity through skills training and the creation of internal processes to sustain school improvement
- ✓ Training administrators and teachers in new roles and skills
- ✓ Monitoring the implementation of the Campus Improvement Plan

Step Six: Select an option The group determined implementing the transformation model of school improvement would result in the most immediate and substantial improvement in learning and school success for the students now attending this school.

Step Seven: Follow-up meetings were held with relevant stakeholders to discuss the components of the proposed model. Research was used to determine appropriate activities for each Critical Success Factor and milestone.

TIMELINE

Summer 2010	Negotiate Grant; Ongoing technical assistance begins; Submit Model Selection and Description report; Establish district designated personnel to foster transformation project ; Hire Grant Manager
Fall 2010	NOGA and 1 st year funding released (Oct 1); District Snapshot; Comprehensive needs assessment via Campus Snapshot; Identify/ hire Teacher Leaders (coaches); Identify community/IHE partners; Attend Kick-off training; Develop job-embedded professional development plan yr 1; Complete 1 st 90-day action plan; Identify/hire liaisons. Purchase programs and materials. Quarterly Report = Nov 1
Spring 2011	Implement schoolwide interventions; Begin providing enhanced social service support, adult education, and students create PGP; Teacher Leaders begin collecting observation data to guide prof dev and student interventions; begin online courses; Review progress toward goals in 90 day action plan; Begin family sessions. Award incentives. Quarterly Implementation due Feb 1 & May 1
Summer 2011	Review behavioral data and PEIMS to analyze school climate intervention implementation; analyze progress toward goals in previous 90-day action plans and write new 90-day action plan; attend summer conference and/or training; Continue family sessions; End of Year 1 Report due Aug 1; TEA evaluates campus performance on annual goals & meeting grant requirements, releases Yr. 2 funding
Fall 2011	Implement revised and updated professional development plan; Hire RTI teachers & implement interventions (academic/social); Continue family sessions; Students begin career track courses; Teachers continue online courses; Write new 90-day action plan; Purchase programs/materials. Quarterly Report - Nov 1
Spring 2012	Teacher Leaders collect data; Research behavior data to evaluate effectiveness of school climate interventions; Review progress toward goals in 90 day action plan; Continue prof dev and online lessons; Continue interventions and parent events. Award incentives. Quarterly due Feb 1 & May 1
Summer 2012	Teacher Leaders presentations initial findings; Conduct intense data review and process evaluation - What's working? What still needs focus? Attend conferences/seminar
Fall 2012	Re-administer Campus Snapshot; Implement revised and updated professional development plan; Continue action research projects & online courses; Write new 90 day action plan; Continue interventions/social service support/family sessions; Purchase materials/programs. Quarterly -Nov 1
Spring 2013	Finalize action research projects; Collect data for school climate evaluation; Continue interventions/social service support/family sessions/prof dev/online learning; Students continue career track courses. Award incentives. Quarterly Implementation due Feb 1 & May 1
Summer 2013	Present action research; Conduct intense data review and process evaluation: What worked? What still needs focus?; Create sustainability plan (continue practice of 90-day action plans); Develop plan to continue use of Teacher Leaders as instructional resource; Grant ends June 30; Final due July 31

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Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.			
1	District Leadership: Superintendent; Secondary Curriculum Director		
2	Campus Leadership: Principal; Assistant Principal; Counselor		
3	Students – representatives from targeted subgroups included		
4	Parents – representatives from targeted subpopulations included		
5	Community Members – Social service organizations; volunteers; etc		
6	Business Partners – Career tracks		
7	Other stakeholders		
8	Technology Personnel		
9	IHE representatives		
10	School improvement consultant		

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

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Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A	Provide intensive technical assistance and related support from SIRC and ESC Region XIII and attend technical assistance trainings	Technical Assistance provides expertise in research-based instructional and leadership strategies and with rich content knowledge to support coaching and professional development in grant activities.	Technical assistance has proven effective in supporting Early College High School, Redesign and Restructuring, and T-STEM Initiative grant programs.	8/1/10	6/30/13
1A	Provide workshop with trained consultant to align CSCOPE curriculum horizontally and vertically, align with state standards; create lessons for each unit based on data; develop associated progress monitoring benchmark assessments	An aligned curriculum and instruction framework is necessary to use data to inform instruction.	Data is an effective tool to inform curriculum and instruction only when a scope and sequence is present that aligns curriculum objectives across grade levels and with state accountability standards is present (IES, 2006).	10/2010	3/2011
1A	Use data to identify and implement ELA/Reading strategies across the high school curriculum – program identified must be research-based, vertically aligned from one grade to the next as well as aligned with State academic standards (strong emphasis on expanding ELL learners).	Reading/ELA scores at the HS show achievement gaps between LEP subpops and the general population. Literacy practices must be integrated into HS curriculum to develop reading and writing skills that enable students to meet personal and academic goals.	Studies indicate that students who are least skilled in reading by the end of the third grade are less likely to graduate (Jerald, 2006). According to the Kellogg Literacy Project –school-wide literacy practices must be developed that cut across content and grade levels to specifically address the reading and writing requirements of each discipline.	10/1/10	6/30/13
1A	Use data to identify and develop lessons using research-based and vertically state-standards aligned CSCOPE curriculum – identify, purchase, and implement associated resources that provide	Math scores at the HS show achievement gaps between LEP subpops and the general population. Most dropouts follow identifiable pathways through the educational pipeline. Failure to pass math courses and	The campus will utilize Texas Science, Technology, Engineering and Math Initiative (T-STEM) recommendations and resources to design components that improve instruction and academic performance in	10/1/10	6/30/13

	hands-on manipulation of real-world math problems	advance to the next grade can gradually lead to a decline of interest in, disengagement from, and dropping out of school.	mathematics-related subjects through applied and relevant instruction in mathematics tied to postsecondary standards.		
1A	Use data to identify and develop lessons using research-based and vertically state-standards aligned CSCOPE curriculum – identify, purchase and implement associated resources that provide real-world experiences with science concepts and scientific thinking	Science scores at the HS show achievement gaps between subpops and the general population. Research based curriculum and instruction components must be implemented to provide students with real-world experiences with science concepts and lead students to utilize scientific thinking. The program must include pathways to postsecondary certifications and degrees in science fields.	The campus will utilize Texas Science, Technology, Engineering and Math Initiative (T-STEM) recommendations and resources to design components that improve instruction and academic performance in science-subjects. TSTEM high schools across Texas have increased academic achievement through applied and relevant instruction in science tied to postsecondary standards.	10/1/10	6/30/13
1A	Using and integrating technology-based supports and interventions as part of the instructional programs: Laptops with text editing and publishing software and access to Internet researching and communication resources will be utilized to engage writers in ELA lessons and technology based interventions in math and science.	Technology based materials and resources to support instruction must be purchased to provide students with real-world application of rigorous ELA, math and science concepts and data-based, individualized lessons that meet the individual needs of the learner in the subject areas of math and science.	T-STEM Research-based findings for increasing achievement in math and science include: relevant teaching and learning in mathematics and science using educational technology and applied learning and a personalized learning environment	1/1/11	5/31/13
1.A	Hire a Technology Coach to integrate technology based programs that provide differentiated instruction through progress monitoring of data to link core curriculum, credit recovery, and interventions.	Technology use is a hindrance to the teachers in the district according to STAR reports.	Teachers who have confidence in using technology are twice as likely to utilize technology resources in the classroom according to research conducted on an online reading project (TCET, 2005)	10/1/10	
1.B	Establish Curriculum management process & resources to align core curric across grade level & w/state standards: Establish a curriculum alignment process and provide electronic curriculum management system	Aligned curriculum establishes a framework for instruction that enables teachers to use data to select teaching objectives, textbooks, materials and assessments. A management system for curriculum must be identified and utilized to provide a link between	Aligned curriculum is the first component cited in Ten Components of Effective Schools, a document published through the TSTEM research initiative to provide recommendations for developing processes that improve student achievement and college preparation/entrance.	10/1/10	3/1/11

		state standards and curriculum at multiple grade levels, and to correlate data with instruction.			
1.C	Ongoing monitoring of instruction - Establish progress monitoring process and provide resources to test students, analyze data, and link to instruction	School staff must look at and be guided by the results they produce in their students. The CIT with recommendations from the TTIPS team must identify a data management system to give educators access to electronic tools with capabilities: test development, online test administration; data reports and disaggregation, and student needs correlated to standards based CSCOPE obj. and lessons.	The Office of Educational Research and Improvement State Accountability Study Group (1988) found the pursuit of accountability in schools requires better systems for using data to improve low achieving schools and to encourage high-performing schools. This conclusion has been supported by an emerging body of literature, which underscores that better use of data is essential for improving the quality of learning in high schools (Coddington & Rothman, 1999).	10/1/10	5/2013
1.A	Establish schoolwide data-driven "response-to-intervention" (RTI) model and provide professional development in order to develop effective strategies to support students with disabilities in the least restrictive environment	Campus educators will utilize strategies learned in the project's professional development sessions to target specific instructional needs of ELL and students with disabilities in the classroom.	Diverse learners in America's public schools including children with disabilities has entered school with extreme experiential differences and gaps in achievement and the differences between subgroups and the general population increase over time (Hart & Risley, 1995). For these students, immediate intervention to master concepts as they are introduced produces the strongest correlate to student achievement (Hodgkinson, 1991-1992).	10/1/10	5/2011
1A	Hire ELA, Math and Science Coaches to provide ongoing training (team teaching, peer mentoring, instruct tutorials, provide professional development in using data to guide instruction and plan lessons) - targeting limited English proficient students	Teachers who have ongoing sustained professional development will integrate strategies into their daily instruction.	Studies show 90% of educators who have professional development integrated into their classroom schedules and job responsibilities implement strategies, as opposed to 23% attending workshop training	10/1/10	5/2013
1A	Hire a Remediation Curriculum Coach/Data Specialist to provide additional support in using data-based, differentiated instruction	Teachers need support in implementing a schoolwide RTI program to meet state learning goals and expectations.	According to research studies, inclusion of special education students in the least restrictive environment provides learners with skills and	10/1/10	5/31/13

	to implement effective strategies to support students disabilities in the least restrictive environment		experiences that can be built upon to meet rigorous state standards (Hicks, 2007).		
1A	Provide additional support and prof development in using data based, differentiated instruction through 3 Math and 3 Science Intervention Teachers who will team teach in classrooms in order to implement effective RTI strategies to support student learning and increase academic achievement	The ELA, science and math Coaches focusing on learners with limited experiences that promote success in school will attend core content classes to provide a link between classroom and intervention instruction. They will also provide small group intervention instruction during extended, credit recovery or tutorial periods.	English Language Learners need additional experiences with vocabulary and hands-on applications of concepts to master curriculum objectives (SIOP framework)	8/2011	5/31/13
1.A	Increase rigor by offering opportunities for students to enroll in advanced coursework (dual credit and ATC/WECM career tracks in student's chosen career fields): pathways established to include opportunities to obtain certification and/or 40 hr General Education Core courses	Today's knowledge-based, global economy requires all youth to acquire education or training after high school graduation to be competitive, successful, and earn an adequate income. High school completion and high standards must be connected, and all students should be prepared for postsecondary success.	According to <i>Population Change in Texas: Implications for Human and Socioeconomic Resources in the 21st Century</i> (Murdock, 2005), the number of students entering postsecondary education in Texas decreases each year. While the number of students attending college decreases, the need for a postsecondary degree increases. By 2015, it is estimated that the number of jobs requiring education or training will have increased significantly (Texas Workforce Commission).	1/1/11	5/31/13
Add additional pages as needed.					

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Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2A	Increase the Use of Quality Data to Drive Instruction: Establish a process for utilizing data that includes a variety of data sources including data from the electronic assessment program	To achieve the central mission of ensuring success for all students, including economically disadvantaged, English language learners, and students with disabilities, education reform initiatives must utilize data to inform the policy, management, and instructional changes that lead to higher achievement.	Student-centered accountability is fundamentally a data-driven process that enables teachers and administrators to look deeply and broadly at the impact of policies and practices on student learning and allows for continuous improvement (Lachat & Williams, 1996).	8/2010	12/2010
2A	Data Disaggregation/ Training: Consultant(s) provide research based training in the use of data to inform instruction; Coaches provide ongoing support throughout year.	Teachers must be provided with training to disaggregate and use data to inform curriculum content and instructional practices.	To develop deeper understandings of student needs and progress, as well as program and instructional effectiveness, school staff need to be able to sort data by a multitude of factors. Data driven high school reform requires the capacity to link student results to instructional practices and to disaggregate data so that results can be examined in meaningful ways (NASSP, 1996).	10/2010	5/2013
2.B	Data-Driven Decisions: Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students and work with teachers to create 90 day plans	Teachers must have ongoing training in utilizing data to inform decisions concerning curriculum and instruction.	A study conducted by the North Central Regional Educational Laboratory (NCREL) found that "schools committed to using assessment information to guide their work allocated time for teachers to meet, discuss, and make instructional decisions based on data" (Cromey, 2000).	10/2010	5/2013

2C	On-going Communication: Provide extended day meetings with coaches weekly for educators to discuss data and utilize the results to inform curriculum and instruction at the classroom, campus, and district level. (SS teacher joins ELA meeting)	Teachers must have ongoing opportunities and training to use data to drive curriculum and instruction. The initiative must be coordinated by a Coach who will support teacher use of data and can utilize the classroom finding to recommend modifications in campus and district curriculum.	Student results have to be examined in the context of educational practice and the quality of opportunities that schools provides for students must be addressed (Bernhardt, 2000).	1/2011	5/2013
Add additional pages as needed.					

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Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3A	Provide ongoing, high-quality professional development for school leaders through SIRC	Provide ongoing leadership training that focuses on changing school and classroom practices and data-based instruction/evaluations to increase student and leadership achievement.	SREB emphasizes developing real-world training, linking principal evaluation to student performance, and moving accomplished teachers into school leadership positions.	8/2010	6/2013
3B	Provide district support for operational flexibility in staffing, schedules, etc as recommended by CIT/TTIPS	Leadership must have the ability to implement interventions and initiatives of the improvement project	SEDL cites research from the field that concludes districts that support principals in implementing innovations are more successful in improving teacher effectiveness.	8/2010	6/2013
3C	Use rigorous, transparent, and equitable evaluation systems for principals and district leadership that are developed with the input of the person being evaluated and reflect student achievement and high school graduation rates	Use evaluation systems that are designed with principal involvement and that take into account student growth, multiple observation-based assessments of performance, and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates.	Successful schools research from Southern Regional Education Board indicates that "Good Principals are the Key to Successful Schools." SREB emphasizes developing real-world training, linking principal evaluation to student performance, and moving accomplished teachers into school leadership positions.	1/2011	6/2013
3C	Identify and reward school leaders who in implementing the model have increased student achievement and high school graduation rates	Use a three tier reward system that provides incentives that encourage career growth for leadership including conference and graduate level opportunities.	SREB research indicates that effective leaders are essential if students are to achieve at high levels, and school leadership begins with an effective principal.	5/2011	6/2013
Add additional pages as needed.					

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Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4A	Establish schedules and strategies that provide increased learning time: Increase graduation rates through credit recovery programs in core subject areas	Provide credit recovery programs during extended learning time sessions that assess student needs, guide learners through lessons that are real-world application of concepts, and monitor progress to recover credit in core subject courses.	The Institute of Education Sciences Dropout Prevention Guide recommends credit recovery programs offered at the time the student experiences failure increase likelihood students will stay in school and graduate.	1/2011	5/2013
4A	Establish schedules and strategies that provide increased learning time: Increase graduation rates through acceleration of basic skills in core subjects	Provide tutorial programs during extended learning time sessions for students who are failing core courses as assessed by benchmark assessments.	The Institute of Education Sciences Dropout Prevention Guide recommends providing academic supports for learners who need extra learning time to master rigorous core curriculum.	10/2011	1/2011
4B	Give the school sufficient operational flexibility to implement an instructionally focused calendar for personnel and students to meet the needs of targeted populations	Using flexible staffing models that allow teachers to teach day and extended day classes and flexible school schedules that include double blocked classes for core subjects allows the campus to implement interventions to meet goals.	The Institute of Education Sciences Dropout Prevention Guide recommends providing academic supports for learners who need extra learning time to master rigorous core curriculum.	8/2010	5/2013
4C	Provide core content teachers extended day collaborative meeting time to analyze data and plan for instruction	Teachers need time with Coaches to use data analysis skills learned in training to inform curriculum and instruction	The Institute of Education Sciences Dropout Prevention Guide recommends providing academic supports for learners who need extra learning time to master rigorous core curriculum.	1/2011	5/2013
Add additional pages as needed.					

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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
5A	Increased opportunities for input- include parents in the development of personal graduation plans	Parent participation in creating student PGPs improves student engagement in school and promotes achievement and graduation.	Research on drop out prevention programs indicates that schools that provide family support and education services can help to increase students' persistence and academic performance in school (IES, 2006)	1/2011	5/2013
5B	Effective Communication - Provide ongoing mechanisms for family and community: establish a series of "College Bound" events for family participation	Parents of first generation college goers need information including regional career opportunities and associated salaries, college programs and entrance requirements, financial aide and enrollment.	Research indicates 17% of first generation college goers attend college and 7% graduate. In 2009, 38% of students in Texas Kindergarten had at least one parent with a college degree.	1/2011	5/2013
5C	Accessible Community Services – coordination of social services by Parent/Community Liaison hired to provide adult education based on data from social service referrals, etc.	Students who do not have the basic needs taken care of cannot focus on school and meeting personal and academic goals.	Research on drop out prevention programs indicates that schools that provide referrals to social services can help to increase students' persistence and academic performance in school (IES, 2006)	10/2010	5/2013
5C	Establish mentoring program	Mentors provide personal relationships that encourage, and inspire students to achieve personal/academic goals.	Mentoring programs that focus on forming personal relationships are successful in improving achievement.	10/2010	5/2013

Add additional pages as needed.

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6.A <u>cfb</u> <u>Implement</u>	Investigate Positive Behavioral Support as a possible intervention	Improve school climate through research based program	Positive Behavioral Support increases student attendance and decreases discipline reports when used as a structured intervention that is integrated into the culture of a campus.	1/2011	5/2013
6.A	Create PGP that reflect the student's personal and academic goals including sequences of courses in their chosen career field	Increased student engagement in school results in improved attendance – Creating a smaller learning community, including thematic course sequences based on student interests personalizes school and engages them in learning.	Institute of Education Sciences Dropout Prevention Guide cites research indicating students who are involved in personalized learning programs in small learning teams have a stronger tie to school and are more engaged in lessons.	1/2011	5/2013
6.B	Provide dual credit and ATC courses leading to industry certification in career tracks as an option within the Recommended or Distinguished high school diploma plan	Increased student engagement in school leading to decreased discipline referrals – Students taking courses to meet personal and academic goals are engaged in school and have improved behavior.	Common features of the American comprehensive high school are depersonalization and a lack of a sense of community. Building thematic tracks that promote student interests is key to engaging students in school (Lee & Smith, 2001).	8/2011	5/2013
6.C	Increased participation in extra-curricular activities – provide enrichment activities, career exploration and college bound activities coordinated by the Parent/Community Liaison	Students working toward goals in a chosen field will be motivated to participate in positive school activities.	Research strongly suggests that establishing a climate of social, emotional, and academic supports for students is central to improving conditions for learning and thriving in high school.	8/2011	5/2013
6.A 6.B 6.C	Provide mentors (non-core teachers) to support first generation College-goers in college prep plan	Mentors provide personal relationships that encourage, and inspire students to achieve personal/academic goals	Mentoring programs that focus on forming personal relationships are successful in improving achievement	8/2010	5/2013

6.A 6.B 6.C	Hire a Mentor/Career Coordinator	Match students with mentors and coordinating the project will improve student achievement and teacher retention	Research based mentoring programs require training to match mentor/mentee, monitor implementation, and exiting strategies.	8/2010	5/2013
Add additional pages as needed.					

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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
7A	Utilize rigorous, transparent, and equitable evaluation systems for teachers	Provide evaluation systems that measure growth associated with project goals including: attendance in grant activities and events, student achievement growth, multiple observation-based assessments of performance & HS graduation rates.	Teachers should be required to make individual professional development plans based on classroom observations. From <i>Handbook on Restructuring and Substantial School Improvement</i> School Community Indicators from <i>The Mega System: Deciding. Learning. Connecting</i>	1/2011	5/2013
7B	Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program	Provide a Literacy, Math and Science Coach to provide job embedded professional development that is designed with school staff to ensure they are equipped to facilitate effective teaching and learning & have the capacity to successfully implement reform.	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. <i>Handbook on Restructuring and Substantial School Improvement</i> School Community Indicators from <i>The Mega System: Deciding. Learning. Connecting</i>	1/2011	5/2013
7C	Identify teachers and other staff who in implementing this model have increased student achievement and high school graduation rates	Staff members who are instrumental in meeting the goal of the comprehensive school improvement program (increase student achievement & graduation rates) should be identified to increase retention of high quality instructors.	Teacher input is vital to effective restructuring focusing on student achievement. From <i>Handbook on Restructuring and Substantial School Improvement</i> School Community Indicators from <i>The Mega System: Deciding. Learning. Connecting</i>	1/2011	5/2013

7C	Implement incentives to increase 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 students	Provide financial incentives at three levels planning, implementation, and evaluation. Incentive system designed to provide tuition for "master" teachers to earn masters degree in their content area.	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.	1/2011	5/2013
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: Other Improvement Activities and Timeline (cont.)

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date

Add additional pages as needed.

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

Part 4: Waiver Requests

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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Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
<p>Problems and challenges are inevitable when implementing a comprehensive school reform program, no matter how well a program is planned. By monitoring and checking progress throughout the implementation process, problems will be identified and addressed quickly. Curriculum/Instruction and Professional Development: Quality, type, and level of curriculum and instruction and professional development. The technical assistance provider, SIRC will guide the campus in conducting a district snapshot and a campus snapshot as part of a comprehensive needs assessment. Data from the needs assessment and information from a review of current school and classroom practices will be used to develop 90 day action plans each semester. The plan will document the need identified and a set of recommended actions to address the area of concern. Teacher Leaders begin collecting observation data to guide professional development and student interventions. Core Content and RTI Coaches will facilitate data analysis and lesson planning each week with teachers at extended day sessions. Principals will conduct walkthroughs to determine if best practices identified through the initiative are being implemented and to have a sense of the challenges teachers face as they try to implement new strategies. Teacher Leaders will conduct action research. Teacher, Principals, and Coaches will review student work data across classrooms and attendance information with teachers to look at trends and find solutions together. A new 90 day action plan will be written after these discussions. Curriculum resources including technology programs will be added when appropriate to meet the needs of the targeted populations. Professional development plans will be adjusted to meet the needs identified at meetings. Student Achievement: Teachers will benchmark student mastery of TEKS each six weeks. Students will take the online test using a program purchased through the grant program. Data will be disaggregated. Coaches will work with teachers to access data reports for the class and student and analyze the information. Curriculum changes will be made based on classroom data and reflected in the grade level curriculum framework when appropriate. Teacher, Principals, and Coaches will review student work data across classrooms and attendance information with teachers to look at trends and find solutions together. Curriculum scope and sequence documents and lesson plans will reflect the changes. Individualized instruction will be planned based on learner scores. Classroom and extended day interventions, social services, tutorials, and mentoring will be planned as appropriate based on the data. Social Services and Community Participation: Quality, type, and level of services actually provided to the targeted population and community collaboration with project partners. The Parent/Community Liaison will track social service referrals, sessions conducted to address concerns (drug/alcohol use, gang involvement, etc). Social service providers will be contacted to provide resources as needed and counseling calendars revised as indicated. Project Management: Design & Implementation: Determine the level of communication and quality, type, and degree of participatory involvement practiced by the principals, teachers, parents, and, when appropriate, students. Also, determine the quality of any products or documents developed as part of the project. Grant activities timelines and schedules will be created with guidance from the technical service provider. The calendar will include in-school and extended day interventions, professional development (including technical assistance meetings/activities, seminars, conferences, coaching, and team-teaching), student assessment, purchase of materials and resources, personnel, reporting, parent sessions, collaboration with business partners (internships, enrichment activities, practicums, employment opportunities in career tracks), and other grant activities. The ability of the systems developed for curriculum management will be evaluated to determine quality of components including curriculum, instruction, assessments, and evaluation components based on collection and analysis of data. Reports from the system will be evaluated by participants. The Implementation Team will monitor implementation of the project activities and systems to discuss concerns and solutions at team meetings. Reports of progress will be communicated to the Planning Team by the Principal. Project Evaluation: Evaluation of progress of the project will be ongoing. Grant progress toward performance goals will be monitored by the Planning Team. The team will use guiding questions to determine progress toward reaching milestones of each Critical Success Factor. Quarterly reports will be submitted based on Planning Team findings and the information communicated to the Implementation Team. The Implementation Team will address the recommendations for modifying and/or improving the program with the guidance of the technical assistance provider. The teams will continue the progress monitoring cycle to determine if modifications were implemented and effective each quarter. Progress toward goals will be reported to the Superintendent at Curriculum Meetings and the Board of Trustees at regularly scheduled meetings.</p>		

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Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
<p>The TTIPS Implementation Team will check progress toward expected outcomes by asking questions recommended in the Handbook on Effective Implementation of School Improvement Grants. Assessments such as surveys, interviews, observations, and checklists will be used to develop formative evaluations. Catching problems early will ensure a smoother, more successful implementation and result in an improved program. Monitoring and checking progress can also serve as a source of encouragement to teachers as they are reminded their dedication and hard work is making a change in the achievement of learners in their classes. Through formative evaluation, the team and campus will learn from mistakes and celebrate successes.</p>		
Academic Performance /Data Utilization		
<ol style="list-style-type: none"> 1. What were the school's prior context, student demographics, and performance? 2. How were curriculum, instruction, and assessment aligned with standards? 3. What was the curriculum—description, scope, focus, articulation, organization? 4. What formative and periodic assessments of student learning were utilized? 5. What was the nature and quality of instructional delivery (teaching and classroom management)? 6. How was instruction differentiated for students? What programs, services, and procedures were provided for students with disabilities? What programs and services were provided for English language learners? 7. How was instructional planning by teachers (individual & team) conducted? structure, time, expectations, products? 8. How much instructional time was provided and how was it organized—school day, and periods within the day? 9. What data, management, and information systems were employed? 		
Leadership and Decision Making		
<ol style="list-style-type: none"> 1. How were the school's governance and decision-making structures changed? 2. How were teams organized, purposed, scheduled, and supervised? 3. How were resources allocated to address learning goals? 4. What decision-making structures, including team responsibilities, were established? 5. What level of funding was available, both in terms of the school's standard operational budget and the additional funds provided for purposes of the intervention, and how was the funding allocated? 6. What new flexibility in staffing, scheduling, and budgeting was granted the school leaders? 		
Teacher Effectiveness		
<ol style="list-style-type: none"> 1. What were the professional development processes and procedures? 2. What professional development was provided? 3. What, if any, performance incentives were provided for personnel? 4. What were the personnel policies and procedures (hiring, placing, evaluating, promoting, retaining, replacing)? 		
Increased Learning Time		
<ol style="list-style-type: none"> 1. Which intervention model was employed? 2. How were students enrolled or placed in program areas, curricula? 3. What changed in terms of student demographics and enrollment with the onset of the intervention? 4. What factors were considered in selecting the intervention model and who was involved in making the decision? 5. How did the district support the intervention, the school leaders, and the school staff? 6. How did the community support the intervention, the school leaders, and the school staff? 		
Parent/Stakeholder Involvement		
<ol style="list-style-type: none"> 1. How was extended learning time provided (supplemental educational services, after-school programs, etc) 2. What was the nature and quality of parental involvement, school-home communication, and parent options? 3. Which external partners were engaged, and what was the role and extent of involvement of each? 		
School Climate		
<ol style="list-style-type: none"> 1. What student support services were provided (tutoring, counseling, placement, for example)? 2. How were social and emotional learning, school climate, and discipline addressed—policies, practices, procedures? 3. What community-oriented school programs and practices were utilized? 		
Findings of formative evaluations will be shared with stakeholders at TTIPS Planning Meetings. The district based team will use the information to review and adjust goals and timelines to ensure continuous success of the project.		

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Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
<p>The Center on Innovation & Improvement's <i>Handbook on Statewide Systems of Support</i> (Redding & Walberg, 2008) recommends four methods of collecting data that lend themselves to a diagnostic review of school improvement. Program Critical Success Factors have been aligned with each category and types of data identified.</p> <ol style="list-style-type: none"> 1. Student scores on tests to assess student growth over the project's duration. <u>Academic Performance: Reading/ELA, Mathematics, and Science</u> <ul style="list-style-type: none"> • student scores on benchmark tests • student scores on state achievement tests to assess student growth over the project's duration. 2. Surveys of district and school personnel conducted annually to assess their capacity to work systemically <u>Data Utilization</u> <ul style="list-style-type: none"> • Professional development processes and procedures • Alignment of curriculum, instruction, and assessment with standards • Curriculum—description, scope, focus, articulation, organization • Formative and periodic assessment of student learning • Instructional delivery (teaching and classroom management) • Instructional planning by teachers • Instructional time and scheduling 3. Interviews conducted twice annually with key district and school personnel to document district and school operations and the work of leadership teams at the district and school levels: <u>Leadership Effectiveness</u> <ul style="list-style-type: none"> • Data Utilization – implementation of information and data systems • Allocation of resources to address learning goals • Decision-making structures and processes <u>Teacher Quality</u> <ul style="list-style-type: none"> • Performance incentives for personnel • Personnel policies and procedures (hiring, placing, evaluating, promoting, retaining, replacing) 4. Electronically maintained campus contact records documenting the ongoing implementation of the approach <u>Parent/Stakeholder Involvement</u> <ul style="list-style-type: none"> • Programs and services for English language learners • Parental involvement, communication, and options • Student support services (tutoring, counseling, placement, for example) <u>Increase Learning Time</u> <ul style="list-style-type: none"> • Programs and services for English language learners • Extended learning time (supplemental educational services, after-school programs, summer school, for example) • Special education programs and procedures • Student support services (tutoring, counseling, placement, for example) <p>The qualitative and quantitative data will be disaggregated using the methods above to determine progress toward meeting performance goals in each Critical Success Factor. At Planning Team meetings, members will use the information will be used to adjust goals and timelines for activities to ensure the campus' progress in developing systemic work and improving student achievement.</p> <p>Celina ISD will also 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.</p>		

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Schedule # 4C—Performance Assessment and Evaluation		
Part 2: Process for Development of Performance Goals		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Developing campus performance goals is part of a bigger process of reviewing and revising the Campus Improvement Plan (CIP). The CIP is developed to, at a minimum, support the state and federal goals and objectives for education and includes: a comprehensive needs assessment, student data, student group and subpopulation performance, strategies for improving student performance, and measurable district objectives. Celina ISD has formed a TTIPS Planning Team. The team has developed preliminary goals to facilitate the development of the grant application. The campus will review and revise the Campus Plan including Performance Goals with technical assistance from School Improvement Resource Center (SIRC).		
1. Establishing a Site Based Decision Making Team - As required by the state, Celina ISD will adopt the SBDM policies and procedures for district and campus level planning and decision making. A committee of individuals who work at the student service level will make decisions. Committee members will include professional staff, parents of students, and community and business partners who directly reflect the subpopulations and diversity of the community. The role of the committee will be to address the areas of planning, budgeting, curriculum, patterns in staffing, and professional development that is directly related to data-based needs and school organization. Celina ISD will follow SIRC recommendations in forming the SBDM team: <ul style="list-style-type: none"> • Ensure participation from all stakeholders, including: parents, a researcher or expert in regulations, a data person/analyst who is able to communicate the data, and a campus intervention team. • Recruit an effective SBDM committee. This should be a passionate and loyal group. • Roles for committee members should take into consideration the individual's areas of strength/expertise. Determine who will facilitate the group or how that person will be selected. <ul style="list-style-type: none"> • Create a sense of urgency and involve everyone in the process to promote understanding of the plan, the ability to carry out the mission, and attainment of goals. 		
2. Review the previous Campus Improvement Plan After analyzing the data, the team will revisit campus mission, goals, and objectives to determine if they encompass the current needs of the school. We will determine whether previous CIP goals were met. Grade level and department meetings will be conducted to evaluate the connection between goals and lessons/tutorials and to suggest strategies for strengthening the connection. The discipline management plan will be revisited to ensure it safeguards instruction and is uniformly and consistently enforced.		
3. Collect and Analyze Data With the assistance of SIRC, the campus will collect as much data as possible: performance data, parent and teacher surveys, longitudinal data trends, discipline records, certification rates, Highly Qualified Plan, attendance, PEIMS, comprehensive needs, PDAS, PBMAS, CIT, SIP, etc. The data will be studied by: student group, objective, subpopulations, grade levels, class, teacher, core content areas, objectives, special programs, and other categories as appropriate. The team will re-examine previous needs assessments to measure the impact of the previous goals. Accountability and district requirements will be studied to chart the difference between current student performance and required student performance. Identify how much improvement is needed and which student populations require urgent interventions. All members will have a thorough understanding of current data and its implications. Data will be shared with all staff so everyone recognizes the urgency, need for improvement, and need for common goals. A needs assessment will be developed based on the current data.		
4. Development of the Plan The premise behind Site-Based Decision Making is that the most effective decisions in improving student performance and enhancing accountability are made by those individuals who will actually implement the decisions. In the case of preparing a Campus Improvement Plan, campus level staff have a greater ability to identify problems, collaborate for solutions, and create positive results because they are the individuals with first hand knowledge of campus needs:		

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Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>4. Development of the Plan (cont)</p> <ul style="list-style-type: none"> A new Campus Improvement Plan will be revised/developed to make the needed improvement a reachable goal. The CIP will be a two year plan that is concise and focused on needs with achievable goals. Realistic performance goals will be set by departments and grade levels, and have each group list practical strategies to reach those standards. Include roles for parents. Professional development will be scheduled to meet the needs revealed by campus data. This might be schoolwide, by departments, by academic disciplines, by grade levels, or in the form of individual coaching/mentoring. Members of our team will visit high performing schools to learn alternatives to accepted practices. Objectives, timelines, activities, evaluation process and persons responsible for each component will be established and revisited. Benchmarks and frequent skill checks will be developed to evaluate the plan's effectiveness. The plan will be frequently communicated with staff to establish motivation for reaching common goals. <p>5. Ongoing Monitoring and Evaluation of the Plan</p> <p>The plan will be monitored on an ongoing basis. Rubrics outlining expectations will be created to determine the plan's effectiveness. Effective monitoring systems for routine management tasks and instructional staff performance to aid in consistency will be developed using research and technical assistance from SIRC. Benchmark data will be analyzed at weekly extended day meetings at the end of each 90 day action plan and as needed to measure progress toward goal attainment. The information will be communicated to the TTIPS team and also district leadership. At data analysis meetings held before school, campus educators will evaluate the success and use of the plan for each content area. The educators will determine which practices can be abandoned to make time for new priorities and the Campus Improvement Team will revise grant timelines and activities accordingly. The Campus Improvement Plan (CIP) will be updated as needed. The CIP supports the state and federal goals and objectives for education and include: a comprehensive needs assessment, student data, student group and subpopulation performance, strategies for improving student performance, and measurable district objectives. One public meeting per school year is required to present the annual performance report. Systemic communication measures will be put into place to receive and give information to the community, parents, and staff. Celina ISD is committed to empowering all stakeholders to become part of the planning, implementation, and evaluation of the TTIPS project which will ensure academic success and increased graduation rates for our students.</p>		

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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 as measured by scale score/state accountability	TAKS, End of year exam	65% Econ Dis	70%	75%	80%
2	Improve Student Achievement in Mathematics as measured by scale score/state accountability	TAKS, End of year exam	38% Hispanic	45%	58%	70%
3	Improve Student Achievement in Science as measured by scale score/state accountability	TAKS, End of year exam	41% Econ	50%	60%	70%
4	% of students meeting state standard on end-of-year exam in Reading/ELA, Math, and Science	AEIS	25% Hisp/Econ/ Spec Educ	35%	45%	55%
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	Campus plan documents goals based on data analysis & specifies PD, staff, resources, etc	Campus Improvement Plan	70%	100%	100%	100%
2	Number of teachers attending PD in use of data to inform curric & instruction	PD Schedule, Attendance	8	40	40	40
3	Number of Core Subjects with Curriculum aligned across grade levels and to state standards	Curriculum Documents	100%	100%	100%	100%
4	# of teachers using formative, interim, summative tests to monitor student performance & inform instruction	Benchmark Reports	15	40	40	40
5	Number of students with PGP: that includes personal and academic goals, grades, interventions, student progress, career track, etc.	Personal Graduation Plan	70%	100%	100%	100%

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Number of school leaders attending School Improvement Training	PD Attendance	1	4	4	4
2	Number of faculty meetings to develop and implement vision, purpose, goals	Staff Calendar	2	10	10	10
3	Number of job embedded PD scheduled to develop and implement vision, purpose, goals	PD Schedule, Attendance	3	36	36	36
4	Number of innovative schedules, courses, strategies implemented to meet common goal	School calendar, schedule	1	3	3	3
5	Number of students passing state accountability standards – Exit level – targeted subpopulations	AEIS	50%	58%	65%	75%

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	Number of students attending extended day activities	School Calendar/ Schedule	32	100	100	100
2	Number of students attending double blocked classes	School Calendar/ Schedule	45	250	250	250
3						
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	Establish College Bound sessions for parents	Number of sessions	0	2	4	4
2	Increase parent participation in student academic programs	Session Attendance	13	40	60	80
3	Increase access to community resources through Community/Parent Liaison	Referrals to social services	17	35	45	55
4						
5						
Improve School Climate – Enter the annual goals for improving the school climate, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increased attendance rate for students	PEIMS	96	97	98	99
2	Decreased Discipline Referrals	PEIMS	402	380	350	320
3	Increased student participation in Extra/Co-Curricular (CTE, etc.) activities.	PEIMS	3	60	80	100
4						
5						

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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	Number of teachers participating in Prof Development focused on school improvement goals	PDAS	8	40	40	40
2	Number of teachers participating in extended day Data Analysis	Attendance	0	40	40	40
3	Number of teachers participating in extended day Lesson Planning sessions	Attendance	0	40	40	40
4	Number of teachers who have implemented professional practice reflective of data/goals	Walkthrough Observations	18	40	40	40
5	Number of teachers who have implemented instruction resulting in improved student performance	Benchmarks, State Assessment	18	40	40	40

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

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

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Texas Title I Priority Schools Grant					
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies					
No Barriers					
#	No Barriers	Students	Teachers	Others	
000	The applicant assures that no barriers exist to equitable access and participation for any groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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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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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide Counseling.	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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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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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training.	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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by telephone/fax/e-mail on 10/22/10 by JL Josh Thomas of TEA.**TEXAS EDUCATION AGENCY
Standard Application System (SAS)****School Years 2010-2013**043903
County-District No.

Amendment No.

Texas Title I Priority Schools Grant**Schedule #5—Program Budget Summary****Program Authority:**
P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5
CFDA # 84.388A & 84.377A**Fund Code**ARRA (CFDA# 84.388A): **286**Regular (CFDA# 84.377A): **276****Project Period: August 1, 2010 through June 30, 2013**

Class/Object Code and Description			Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs	5B	6100	\$ 346,051 320,083	\$ 210,000 225,829	\$ 55,400	3,425,912
Professional and Contracted Services	5C	6200	100,000			100,000
Supplies and Materials	5D	6300	310,900 360,400		41,500	360,400
Other Operating Costs	5E	6400	112,000			112,000
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/ 15XX	425,000 570,000		147,000	570,000
Total Direct Costs			432,483	210,000	243,900	456,832
% Indirect Costs				225,829		
Grand Total						
Total Budgeted Costs:			411,412	210,000	243,900	456,832
			4,342,483	225,829		
Administrative Cost Calculation						
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs						456,832
Multiply by (5% limit)						X .05
Enter Maximum Allowable for Administration, including Indirect Costs						\$ 22,841.60

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Texas Title I Priority Schools Grant		
Schedule #5—Program Budget Summary		
Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.		
Year 1: SY 2010-2011 \$1,366,104 Year 2: SY 2011-2012 \$1,601,104* Year 3: SY 2012-2013 \$1,601,104* * Any Budget Request entered for funds in Year 2 and/or Year 3 constitutes the LEA/campus requesting approval of the waiver for extending the period of availability of these grant funds, whether indicated on Schedule #4B—Program Description: Waiver Requests or not.		
Provide any necessary explanation or clarification of budgeted costs		
<p>All costs and expenditures are reasonable and necessary for the operation of the grant project. All items requested:</p> <ul style="list-style-type: none"> ✓ are reasonable for the performance of the grant and be allocable under the applicable cost principles ✓ conform to limitations or exclusions set forth in applicable cost principles or the grant agreement as to types or amount of costs ✓ are consistent with policies and procedures that apply uniformly to federally funded activities and activities funded from other sources ✓ are accorded consistent treatment among all grant programs, regardless of funding source ✓ are determined in accordance with generally accepted accounting principles (GAAP) <p>The number of math, science and ELA teachers to implement the project is based on projected growth to allow positions to be sustained at the end of the grant period. Based on present and projected growth, the district will add one teacher in each core subject targeted (ELA, Math, and Science) each year for the next three years.</p>		

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by telephone/e-mail/FAX on <u>8/25/09</u> by <u>S. Shuman</u> of TEA.		School Years 2010-2013		Amendment No.		
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 - 3 Science, 3 Math	Inclusion and Intervention Classes - 2 yr.	6		\$	\$ 600,000
2	Educational Aide					
3	Tutor					
Program Management and Administration						
4	Project Director	Grant Manager (3 yr)	1		14000	210,000
5	Project Coordinator					
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor - Mentor/Career Liaison	Coordinate mentoring and retention/recruitment activ - 3 yr	1			195,000
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator	Adult Education, Community Coordination - 3 yr	1			195,000
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title: RTI, Technology, ELA, Math, Science Coaches (3 yr)		5		35000	975,000
23	Title:					
24	Title:					
25	Title:					
26	Subtotal Employee Costs					\$ 49,000 2175000
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay (2 days/year - targeted teachers)			\$	\$ 32,600
28	6119	Professional Staff Extra-Duty Pay Incentives - Leadership/Teachers-\$830,000; extended day meetings = \$31104; extended day credit recovery/tutorial = \$62208				923,312
29	6121	Support Staff Extra-Duty Pay				
30	6140	Employee Benefits (teachers, extra-duty, etc.)			6400	295,000
31	Subtotal Substitute, Extra-Duty, Benefits Costs					\$ 6400 1,250,912
Grand Total					55400	3,425,912

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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):						
Writing and Reading Across Curriculum – ELA/Reading Consultant						
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs			2	\$ 11,000	\$ 0	\$ 11,000
Title: ELA/Reading Consultant						
Subgrants, Subcontracts, Subcontracted Services						
Supplies and Materials 4000				4000		4000
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (%)						
Total Payment:				\$ 15,000	\$	\$ 15,000

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Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)				
Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)				
2. Description of Professional or Consulting Service (Topic/Purpose/Service): Math consultant for Special Education/ELL support				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs Title: Math Consultant	2	\$ 8,000	\$	\$ 8,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials		2000		2000
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$10000	\$	\$ 10,000
3. Description of Professional or Consulting Service (Topic/Purpose/Service): Science Consultant for Special Educ/ELL Support				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs Title: Science consultant	2	\$ 12,000	\$	\$ 12000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials		3000		3000
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 15000	\$	\$ 15000
4. Description of Professional or Consulting Service (Topic/Purpose/Service): SIRC Technical Assistance - 3 year				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs Title: Technical Assistance	1	\$ 60,000	\$	\$ 60000
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:		\$ 60,000	\$	\$ 60000
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:		100000		100,000
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
Grand Total:		100000		100,000

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Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized			\$ 19,500	189,698	
	#	Type	Purpose			Quantity
	1	Mimeo Machines	Interactive instruction (\$24,598)			35
	2	Elmo	Presentation/interactive instruction(\$10,500)			10
	3	Printer	Poster/banner/publish (\$5600)			1
	4	Response systems	Student engagement (\$68,000)			15
	5	iPad and docking	Interactive instruction (\$69,000 & \$12,000)	115/4		
6399	Technology Software- Not Capitalized Credit Recovery, multi-media intervention, data/curriculum/evaluation management Eduphoria Forethought - data disag - \$9500 (3 year) Euphoria Aware - lesson planning - \$9000 (3 year) CSCOE - curriculum alignment - \$48000 (3 year - \$16,000 preaward)			16,000	66,500	
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:				35,500	256,198	
Remaining 6300- Supplies and Materials that do not require specific approval:						
Calculators - \$54,736 (550 calculators) Math Materials - \$17,233 (3 year - \$3000 preaward) Science Materials - \$17,233 (3 year - \$3000 preaward) Mentor Materials - \$15,000				6000	104,202	
Grand Total				\$ 41,500	\$360,400	

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by telephone/e-mail/FAX on <u>9/13/10</u> by <u>S. Shukan</u> of TEA.		School Years 2010-2013		Amendment No.	
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Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees)			\$	\$ 10,000
	Specify purpose: National workshop				
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) study trips				
	Specify purpose: College visits, museums, libraries, travel to practicum, internship,				
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees)				
	Specify purpose:				
6429	Actual losses which could have been covered by permissible insurance				
6490	Indemnification Compensation for Loss or Damage				
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)				
	Membership Dues in Civic or Community Organizations (Not allowable for University applicants)				
	Specify name and purpose of organization:				
6499	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
Total 64XX- Operating Costs Requiring specific approval:					10,000
Remaining 6400 - Other Operating Costs that do not require specific approval:					
\$70,000 enrichment activities (Super Saturday, Parent Meetings, etc);					102,000
\$32,000 travel to conference/workshops					
Grand Total					112,000

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Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization)					
	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1					
66XX/15XX- Technology Hardware - Capitalized					
2	Computers on Wheels	33,000	10 stations	132000	330000
3	Attendance Scanner	20,000	1	0	20,000
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19	Science Lab Equipment – State published list for lab – 4 grade level	\$12,000	10	15,000	120,000
20					
21					
22					
23					
24					
25					
26					
27					
28					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
29	Building – improve HS technology infrastructure to support new interactive technology tools				100,000
Grand Total					
Total 6600/15XX- Capital Outlay Costs:				147,000	570,000

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>043903</u> County-District No.
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Statement of provisions and assurances for the program(s) in this application:

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	043903 County-District No.
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- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations 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	043903 County-District No.
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- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	043903 County-District No.
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Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

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

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

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

S. Unfair Business Practices: 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	043903 County-District No.
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- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA:** Grantees which are public school districts and open enrollment charter schools agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A **nonprofit organization or university/college** grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.
- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
- Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
 - Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
 - Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
 - Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

SCHEDULE #6A – cont.GENERAL PROVISIONS &
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5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
6. the **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students** (34 CFR Part 99), if Contractor is an educational institution (20 USC 1232g);
7. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (**prohibition against the use of federal grant funds to influence legislation pending before Congress**);
8. **Pro-Children Act of 2001**, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children [P. L. 107-110, Section 4303(a)]. In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services [P. L. 107-110, Section 4303(b)(1)]. Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P. L. 107-110, Section 4303(e)(1)).
9. **Fair Labor Standards Act (29 USC 207), Davis Bacon Act (40 USC 276(a), and Contract Work Hours and Safety Standards Act (40 USC 327 et seq.)**, as applicable, and their implementing regulations in 29 CFR 500-899, 29 CFR Parts 1,3,5, and 7, and 29 CFR Parts 5 and 1926, respectively.
10. **Buy America Act:** Contractor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding \$2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the U. S. that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. Contractor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-2).
11. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended.
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>043903</u> County-District No.
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2. **Availability of Information:** Any application, evaluation, periodic program plan, or report relating to each program described in this application will be made readily available to parents and other members of the general public (20 USC 1232(e)).
 3. **Sharing of Information:** Contractor certifies that it has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program described in this application significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects (20 USC 1232(e)).
 4. **Prohibition of Funds for Busing:** The applicant certifies that no federal funds (except for funds appropriated specifically for this purpose) will be used for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to overcome racial imbalance in any school or school system, or for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to carry out a plan of racial desegregation of any school or school system (20 USC 1228).
 5. **Direct Financial Benefit:** Contractor certifies that funds expended under any federal program will not be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization [20 USC 1232(b)(8)].
- EE. Payment for Services:** Payment for service(s) described in this Contract is contingent upon satisfactory completion of the service(s). Satisfaction will be determined by TEA's Project Administrator, in his sole discretion but in accordance with reasonable standards and upon advice of his superiors in TEA, if necessary.
- FF. Family Code Applicability:** By signing this Contract, Contractor, if other than a state agency, certifies that under Section 231.006, Family Code, that Contractor is not ineligible to receive payment under this Contract and acknowledges that this Contract may be terminated and payment may be withheld if this certification is inaccurate. TEA reserves the right to terminate this Contract if Contractor is found to be ineligible to receive payment. If Contractor is found to be ineligible to receive payment and the Contract is terminated, Contractor is liable to TEA for attorney's fees, the costs necessary to complete the Contract, including the cost of advertising and awarding a second contract, and any other damages or relief provided by law or equity.
- GG. Interpretation:** In the case of conflicts arising in the interpretation of wording and/or meaning of various sections, parts, Appendices, General Provisions, Special Provisions, Exhibits, and Attachments or other documents, the TEA Contract and its General Provisions, Appendices and Special Provisions shall take precedence over all other documents which are a part of this contract.
- HH. Registered Lobbyists:** No state or federal funds transferred to a contractor/grantee may be used to hire a registered lobbyist.
- II. Test Administration and Security:** This contract is executed by Agency subject to assurance by Contractor that it has at all times been and shall remain in full compliance with Title 19, Texas Administrative Code Chapter 101, and all requirements and procedures for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Notwithstanding any other provision in this contract or any other document, this contract is void upon notice by Agency, in its sole discretion, that Contractor or any school, campus, or program operated by Contractor has at any time committed a material violation of Title 19, Texas Administrative Code Chapter 101, or any requirement or procedure for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency.
- JJ. Social Security Numbers:** Social Security numbers will not be provided by TEA as a part of this agreement. TEA is not requiring or requesting school districts or other grantees to provide Social Security numbers as a part of this agreement.
- KK. Student-identifying Information:** Contractor agrees that in executing tasks on behalf of TEA, Contractor will not use any student-identifying information in any way that violates the provisions of FERPA and will destroy or return all student-identifying information to TEA within thirty (30) days of project completion.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>043903</u> County-District No.
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LL. High-Risk Status, Special Conditions, and Enforcement Actions: Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

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

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	043903 County-District No.
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

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

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount	<div style="text-align: right;"> <u>043903</u> County-District No. </div>
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>043903</u> County-District No.
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D -

Disclosure of Lobbying Activities

TEXAS EDUCATION AGENCY**Standard Application System****School Years 2010-2013**

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Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.)

Do not sign and submit this disclosure form unless lobbying activities are being disclosed.

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

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 _____ County-District No. 043903
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The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	043903 County-District No.
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

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

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4. Highly Qualified:

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

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

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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

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

8. Teacher Mentoring: Activities that–

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

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

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

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

Revised 03/03

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

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Federal Statutory Requirements

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

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

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

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

SCHEDULE #6F**PROGRAM-SPECIFIC PROVISIONS
& ASSURANCES****TEXAS EDUCATION AGENCY****Standard Application System****School Year 2010-2013**043903

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	 <u>043903</u> County-District No.
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By submitting the application for American Recovery and Reinvestment Act (ARRA) funds (P.L. 111-5), the applicant agrees to comply with the following provisions and assurances for all programs authorized in Division A of the ARRA, Title I School Improvement Grant (SIG). The applicant understands that failure to comply with one or more of these provisions and assurances may result in the Texas Education Agency (TEA) taking one or more enforcement actions authorized in Title 34 of the Code of Federal Regulations (CFR) §§ 74.62 and 80.43.

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- 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.
- 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.
- Special Contracting Provisions:** To the maximum extent possible, contracts funded under the ARRA shall be awarded as fixed-price contracts through the use of competitive procedures. A summary of any new contract awarded with ARRA funds that is not fixed-price and not awarded using competitive procedures shall be posted in a special section of the www.recovery.gov website established by the Recovery Accountability and Transparency Board (Section 1554).

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4. **Use of Funds for Certain Expenditures Prohibited:** ARRA funds shall not be used for any casino or other gambling establishment, aquarium, zoo, golf course, or swimming pool (Section 1604).
5. **Use of Funds for Construction Prohibited:** Unless specifically authorized in the applicable program statute, regulations, guidelines, Request for Application (RFA), TEA Standard Application System (SAS), the approved grant application, or other written authorization, none of the ARRA additional formula funds shall be used for construction, remodeling, or renovation.
6. **Buy American - Use of American Iron, Steel, and Manufactured Goods:** If construction is allowed and approved pursuant to the previous paragraph pertaining to "Use of Funds for Construction Prohibited", none of the funds may be used for the construction, alteration, maintenance, or repair of a public building or public work unless all of the iron, steel, and manufactured goods used in the project are produced in the United States unless waived by the Secretary of Education (Section 1605).
7. **Wage Rate Requirements for Contracted Laborers and Mechanics- Compliance with the Davis-Bacon Act:** Subject to further clarification issued by the Office of Management and Budget, and notwithstanding any other provision of law and in a manner consistent with other provisions of ARRA, all laborers and mechanics employed by contractors and subcontractors on projects funded directly by or assisted in whole or in part by and through the Federal Government pursuant to this award shall be paid wages at rates not less than those prevailing on projects of a character similar in the locality as determined by the Secretary of Labor in accordance with subchapter IV of chapter 31 of title 40, United States Code. With respect to the labor standards specified in this section, the Secretary of Labor shall have the authority and functions set forth in Reorganization Plan Numbered 14 of 1950 (64 Stat. 1267; 5 U.S.C. App.) and section 3145 of title 40, United States Code (Section 1606).

M. Compliance with OMB Circular A-133 Audits and Schedule of Expenditures of Federal Awards:

Grantees agree to separately identify the expenditures for each grant award funded under ARRA as required by Office of Management and Budget Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations" and to comply with all other provisions of the Single Audit Act and OMB Circular A-133.

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

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	Celina ISD	043903
		LEA Name	County-District#
by telephone/e-mail/FAX on _____ by _____ of TEA.		Celina High School	043903001
		Campus Name	Campus Number
		756000348	10
		9-Digit Vendor ID#	ESC Region
		NOGA ID# (Assigned by TEA)	8/13/2010
		Date of Report	

Texas Title I Priority Schools Grant

Tier III 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	Determine needs of campus and district to improve achievement in ELA, Math and Science for subpopulations of students. Provide training for teachers in using data to increase achievement.
	B	Develop vertically and horizontally aligned curriculum that includes description, scope, focus, articulation, organization in ELA/Math/Science; purchase electronic curric management system.
	C	Formative & periodic assessments needed for core subjects to correspond w/curriculum. A progress monitoring process including electronic resources to test and report data is needed.

2. Increase the Use of Quality Data to Drive Instruction		
Milestones	A	There are gaps between the scores of the general population and subpopulations. There is a need for training to develop a campus plan for using data to plan for instruction.
	B	Teachers need embedded training & coaching in utilizing student data (formative, interim, summative) to plan for and implement differentiated instruction to meet academic goals.
	C	There is no system for educators to review student data from formative and periodic assessments and chart individual and class progress toward academic goals.
3. Increase Leadership Effectiveness		
Milestones	A	The professional development schedule does not reflect high quality prof dev that meets the needs of targeted populations in core content areas
	B	School governance (organization, purpose, schedules) & structures (team responsibilities, incentive programs, etc) are not structured to meet the needs of targeted learners.
	C	There is a need for district support for the principal in allocating resources (personnel, time, equipment, classrooms, labs, materials, etc) to address the needs of targeted learners.
4. Increase Learning Time		
Milestones	A	Struggling learners need additional learning time. The existing campus schedule does not provide extended sessions or double block classes. There is a need to provide technology based resources to extend learning time and engage students in lessons. A technology coach is necessary to train teachers in the use of technology tools and integrate technology into lessons.
	B	The school calendar is developed each year to meet the needs of the district personnel budget & time requirements of extra-curricular activities such as athletics, band, etc. There is a need for an instructionally focused calendar.
	C	Teachers do not have the ability to meet as content area teams to utilize data to plan lessons, implement individualized instruction and revise/extend curriculum.
5. Increase Parent / Community Involvement		
Milestones	A	Parents have no input into Personal Graduation Plans developed by students.
	B	There are limited trainings linking school curriculum to careers or postsecondary training/ education. Families of first-generation college goers need to be informed.
	C	Many students at the high school need support in terms of social services to focus on school. These learners would benefit from an adult advocate to support and guide them during high school.
6. Improve School Climate		
Milestones	A	The current incentive structure for students mainly provides rewards for high achievers. There is a need to investigate Positive Behavioral Support to increase engagement in school for diverse student populations.
	B	There are a limited number of dual credit and ATC courses leading to industry certification or a college degree as an option within the Recommended or Distinguished high school diploma plan
	C	Increase participation in extra-curricular activities: provide enrichment, career exploration, mentoring, and college bound activities coordinated by the Parent/Community Liaison
7. Increase Teacher Quality		
Milestones	A	Current teacher evaluation systems do not measure growth associated with student achievement, observation-based assessments, or HS grad rates.
	B	Achievement gaps are greatest in the content areas of ELA, Math, and Science - there is a need for coaches in these content areas.
	C	All teachers receive the same compensation regardless of performance. There is a need to

	provide rewards for teachers and other staff who increase student achievement and high school graduation rates through an incentive program.
Other Identified Needs (not listed above)	
A	The STAR chart reflects a need for support in the use and integration of technology-based tools. There is a need to hire a Technology Integrator to support use and integration of technology.
B	Achievement gaps for students eligible to receive special education services are highest in math and science -there is a need to implement a schoolwide Response to Intervention model and hire a Remediation/Data Specialist to oversee the component and Math and Science Intervention specialists to support inclusion

Part 2: Budget by Identified Needs	
Enter the percent of the "Total Grant Funds" budgeted for each of the following categories.	
Improve Academic Performance	37%
Increase the Use of Quality Date to Drive Instruction	5%
Increase Leadership Effectiveness	4%
Increase Learning Time	7%
Increase Parent / Community Involvement	5%
Improve School Climate	6%
Increase Teacher Quality	30%
Other Remaining Costs	6%
Enter the percent of the State or Local Funds budgeted for each of the following categories in support of this grant program. <i>Note: Matching State or Local Funds are not required. If none, enter "0" on each line.</i>	
Improve Academic Performance	%
Increase the Use of Quality Date to Drive Instruction	%
Increase Leadership Effectiveness	%
Increase Learning Time	%
Increase Parent / Community Involvement	%
Improve School Climate	%
Increase Teacher Quality	%
Other Remaining Costs	%

Part 3: Intervention Model
<input checked="" type="checkbox"/> Tier III Modified Transformation
<input checked="" type="checkbox"/> TEA Approved Model with technical assistance provided by the School Improvement Resource Center <input type="checkbox"/> 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 <i>eight pages</i>, 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 – TIER III 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. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be kept on the campus, or be provided leadership coaching or training

Under the leadership of the Celina ISD superintendent, the District Leadership Team conducted an assessment to evaluate the effectiveness of the high school principal and determine if the school leader should be replaced, retained, or be provided with leadership coaching. During 2009-2010, principal expectations were established and evaluated on a monthly basis in preparation for mid-year and summary evaluation conferences. Expectations included: weekly communication with the community, collecting and reporting on formative and periodic evaluation data; quarterly implementation of research-based innovations, and constant instructional leadership (as evidenced by completion of weekly walkthrough observations). Topics assessed during the appraisal included: strategic leadership, instructional leadership, cultural leadership, as well as, managerial and external development. As a result of the evaluation process, the team concluded the principal should be retained as leader of the secondary campus. The Improvement Team will use the Campus Improvement Needs Assessment (provided by the TTIPS site visit team) as a guide determine the activities that need to be conducted in order to give the high school principal the instructional leadership skills to help teachers provide students with the opportunity to meet challenging state and local student academic achievement standards.

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;

SREB research indicates that effective leaders, educators, and staff are essential if students are to achieve at high levels. Through the TTIPS project, site based teams (including administrators and staff) will work together with SIRC technical assistance to develop a rigorous, transparent, and equitable evaluation system. The comprehensive evaluation system will build upon existing evaluation criteria and other significant factors including: data on student growth, multiple observation-based assessments of performance, and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates. The evaluation system will be used to identify school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates. Incentive rewards corresponding to meeting tiered expectations will be established for participants. The evaluation process will also be used to identify and remove those project participants who, after growth plans, professional development, and ample support have been provided 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

Training is a key to facilitate effective teaching and learning and successfully implement school reform strategies. The comprehensive needs assessment will identify campus needs in the area of professional development. Educator assessments will provide further information concerning content knowledge of core subject teachers. Educators will develop knowledge and skills through on-site technical assistance (including webinars/podcasts/seminars), professional development (on-site and online), extended day planning meetings, and consultation. Additionally, coaches will be hired to support ELA/Reading, Math, and Science teachers. These educators will provide ongoing training including team teaching, peer mentoring,

instructing tutorials, and providing professional development in using data to guide instruction and plan lessons. Coaching will focus on providing differentiated instruction for targeted populations, economically disadvantaged and limited English proficient students. Because there are also gaps between achievement scores of the general population and students receiving Special Education services, a Remediation Curriculum Coach/Data Specialist will be hired. The specialist will coach 3 Math and 3 Intervention teachers and classroom teachers in working together to provide effective instruction in an inclusion setting (least restrictive environment). There are numerous technology tools and programs that will be purchased to implement the transformation project. A Technology Integrator will be hired to work with students and teachers to effectively use technology-based tools and programs. The teacher will provide classroom demonstrations, workshops, and individualized instruction to ensure successful use and integration of technology. RTI, ELA, Math and Science consultants will present additional training in providing differentiated instruction for teachers. The staff development model will be coordinated with assistance from the Director of Secondary Curriculum. District staff development schedules will be modified to include the innovative model. The district has adequate training rooms to facilitate various meetings and professional development sessions.

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 that—

- **takes into account data on student growth as a 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 graduations rates; and**
- **is designed and developed with teacher and principal involvement;**

A tiered reward system will be developed by the site-based team to provide incentives for teachers, staff, and administrators who in implementing the model have increased student achievement and high school graduation rates. SIRC will work with the team to develop a system that corresponds to criteria in the comprehensive evaluation system. The reward system will include growth as evidenced by formative and periodic assessments, observation-based assessments of performance, and ongoing collections of professional practice reflective of increased student success. Three levels or tiers of accomplishment will be determined. Teachers and principals will be involved in selecting incentives for each tier that enable the individual to meet personal and career goals (funding to attend workshops and conferences, tuition for graduate level courses, etc). As the educators grow and learn as a result of the reward activities and student academic achievement is increased, the site-based team will recommend successful components be incorporated into the operations of the campus to recruit and retain staff.

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

A curriculum development workshop will be held each year. During 2010-2011, the scope and sequence of TEKS based C-SCOPE curriculum will be revised based on the comprehensive needs assessment. Lessons and unit benchmarks of progress will be developed or revised based on sequencing changes. Vertical alignment will be reviewed and updated as needed. The curriculum workshop will result in a comprehensive curriculum framework that is horizontally and vertically aligned. An electronic curriculum management program will be selected to house the curriculum resources giving educators immediate access to curriculum objectives, lessons, and "best practices". The curriculum management program will also provide data management. This component of the system will give educators access to test development, online test administration; data reports and disaggregation, and student needs correlated to standards based CSCOPE objectives and lessons. Teachers will meet with coaches during team meetings to review individual and class data reports, map progress, and plan differentiated instruction. The teams will use the information to recommend changes in curriculum sequences and lessons for each grading period. During the annual curriculum workshop, recommendations made during the current year will be reviewed. Patterns of low achievement will be addressed by making changes to the curriculum framework to give learners opportunity to master essential skills. The system of alignment, assessment, review and revision of curriculum based on data will be documented and repeated each year. After three years, the curriculum process will be a system that is part

of the campus schedule.

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.

The technical assistance provider, SIRC will guide the campus in conducting a district snapshot and a campus snapshot as part of a comprehensive needs assessment. Data from the needs assessment and information from a review of current school and classroom practices will be used to develop 90 day action plans each semester. The plan will document the needs identified and a set of recommended actions to address the area of concern. Teacher Leaders will begin collecting observation data to guide professional development and student interventions. Core Content, RTI Coaches, Math and Science Intervention Teachers, and the Technology Integrator will facilitate data analysis and lesson planning with teachers during extended day team meetings. Educators will be paid extra-duty pay for attendance in extended day meetings and workshops. Coaches will mentor teachers in how to interpret and use data to develop lessons that provide differentiated instruction in order to meet the academic needs of individual students. Coaches will also provide classroom demonstrations and encourage team teaching sessions to support teachers in incorporating differentiated instruction. Professional development on 'best practices' will be added to the training schedule when needed based on planning meeting consensus. Resources including technology-based intervention and credit recovery programs will be purchased to support instruction. All faculty, staff, and administrators will work to implement the transformation project. Principals will conduct walkthroughs to determine if best practices identified through the initiative are being implemented and to have a sense of the challenges teachers face as they try to implement new strategies. At the end of the 90 day period, all participants will review student work data across classrooms and attendance information with teachers to look at trends and find solutions together. A new 90 day action plan will be written after these discussions. The tiered evaluation system will include student growth and ratings and comments from the walkthrough evaluations.

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*

The faculty of CHS will review the comprehensive needs assessment to make recommendations for the site-based team to consider in providing increased learning time for targeted subpopulations, core content areas and grade levels. Tutorial programs will be conducted during extended learning sessions for students who are failing core courses as assessed by unit tests and benchmarks. Additionally, credit recovery courses will be conducted during extended day sessions for students who have failed to pass a course as reflected by grades. Schedules will be developed based on data in the needs assessment. Coaches will instruct in the program using flexible staffing models that allow them to teach both school day and extended day classes. The team will also consider implementing flexible school schedules such as double blocked classes to provide increased learning time. A process for evaluating individual progress will be developed. The process will include growth reflected on intervention program assessments and progress on classroom benchmarks and tests. The coaches

will provide documentation of curriculum concepts covered (as correlated to classroom objectives), differentiated instruction, and student progress. Individual and class progress will be reported by teachers at team planning meetings and to the TTIPS team at scheduled meetings. Parents of students who are required to attend tutorial and/or credit recovery classes will attend a conference to discuss the graduation plan and career interests of the student. The relationship of extended day class attendance, completing homework, and passing high school coursework to meeting personal goals will be stressed. The district will reallocate and/or increase funds to support extended learning time during the transformation process to ensure successful project components are sustained after the project period.

B. Provide ongoing mechanisms for family and community engagement.

Research on dropout prevention programs indicates that schools that provide family support and education services can help to increase students' persistence and academic performance in school (IES, 2006). Parents will attend a high school prep to help learners transition from 8th grade to high school. Each family will create a Personal Graduation Plan that outlines student goals, career interests, and high school course sequences leading to a technical certification or postsecondary degree. Career and college information will be provided through College Bound activities. Parents will receive regular communication in their home language about learning standards at the beginning of each school year. When a student is not making adequate progress in a core course, the parents will be contacted concerning participation in extended day sessions. Parents will attend a conference with the student and coach during the extra class period to discuss the graduation plan and career interests. The Career Liaison/Mentor Coordinator will work with parents to provide practical guidance to model and encourage respectful and responsible behaviors and Community Liaison/Parent Coordinator will also coordinate social services and adult education to ensure the families have the resources to successfully participate in their child's education.

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;

Celina ISD will support the building Principal in restructuring campus operations to substantially improve student achievement outcomes and increase high school graduation rates. The site based team will work with SIRC to make calendar, time, and scheduling decisions based on the needs assessment to ensure student and educator success. The Grant Shepherd, a district level administrator assigned to the project, will guide and support campuses as they undertake the transformation process.

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).

Technical assistance from the School Improvement Resource Center (SIRC) will guide site based teams in planning, implementing, and evaluating the project. Resources will include a professional service provider/case manager, online prof development, ESC partners, and other resources and best practices. The district leaders will work with the technical assistance provider to ensure teams use guidance from research and respect the unique district and school context when developing school improvement plans. After comprehensive needs assessments of the district and campus have been completed and a CIP is fully developed, the plan will be reviewed, revised and adopted by the Board of Trustees. A campus based TTIPS Implementation Team will be formed to determine implementation of each goal and objectives. Focus Teams will be formed to research and develop systems when a need is recognized for targeted support. Lead Teachers will be identified to integrate plans with practice. The district leadership and Board will support the teams in their school improvement efforts by providing support

changes in existing operation. . procedures and structures.

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

N/A

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

NA

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.

NA

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;

Principal evaluations will include criteria to ensure the comprehensive instructional reform is being implemented effectively. Expectations will include: updating the campus website each week; overseeing the administration of benchmark tests each three weeks and reporting to the district administration; introducing 3 project innovations each semester; utilizing CSCOPE curriculum documents to lead and monitor campus instruction; and conduct 5 walkthrough observations each week. The TTIPS team will use benchmark test reports each three weeks to measure the impact of the project on student achievement. The data will be used as formative feedback to adjust project activities, timelines, and goals.

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

Diverse learners in America's public schools including children with disabilities has enter school with extreme experiential differences and gaps in achievement and the differences between subgroups and the general population increase over time (Hart & Risley, 1995). For these students, immediate intervention to master concepts as they are introduced produces the strongest correlate to student achievement (Hodgkinson, 1991-1992). Celina High School will establish schoolwide data-driven "response-to-intervention" (RTI) model. A Remediation Curriculum Coach/Data Specialist will be hired to provide support in using data-based, differentiated instruction to implement effective strategies to support students with disabilities in the least restrictive environment. Teachers will attend professional development based on the specific needs of learners at the campus. An RTI consultant will provide training and materials for the sessions.

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;

Additional support and professional development in using data-based, differentiated instruction will be provided through three Math and three Science Intervention Teachers who will team teach in classrooms in order to implement effective RTI strategies to support student learning and increase academic achievement. These teachers will attend training to provide differentiated instruction in their specific core content area. ELA, Math and Science consultants will present additional training in providing differentiated instruction for teachers.

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

T-STEM research-based findings for increasing academic achievement include: relevant teaching and learning in mathematics and science using educational technology and applied learning and a personalized learning environment. Technology based materials and resources to support instruction will be purchased to provide students with real-world application of rigorous ELA, math and science concepts. Laptops with text editing and publishing software, and researching and communication programs will be utilized to engage writers in ELA lessons. Interactive whiteboards and student response systems will be utilized to engage students in learning math and science. Science probes will be purchased to explore science concepts. Additionally, electronic tutorial and credit recovery programs will be purchased to meet the needs of targeted learners. The district will also use technology as a productivity tool in managing curriculum, instruction and assessment tasks. Curriculum and instruction decisions will be made based on reports from the electronic systems.

According to research conducted by the Texas Center for Educational Technology, teachers must have confidence in the use of technology to ensure effective utilization of the resources. A Technology Integrator will be hired to support use and integration of technology based programs. Vendors will install the technology equipment and programs and district technicians will troubleshoot and support technology use.

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;

Today's knowledge-based, global economy requires all youth to acquire education or training after high school graduation to be competitive, successful, and earn an adequate income. High school completion and high standards must be connected, and all students should be prepared for postsecondary success. The Career Liaison/Mentor Coordinator to work with Collin County Community College to expand WECM and dual credit offerings, work with parents and students in creating a PGP, coordinate the mentor program, and work with faculty to offer enrichment or paid employment through local businesses in each career pathway. The campus will increase rigor and increase engagement in school by offering opportunities for students to enroll in advanced coursework (dual credit and ATC/WECM career tracks in student's chosen career fields). Career pathways will be established to provide opportunities to obtain industry certification and/or 40 hr General Education Core college credits. Students will begin work toward academic and career goals as they enter high school by completing a Personal Graduation Plan. The PGP will be developed and approved by the student's family and high school counselor and will outline courses in each grade level to meet individual goals. Faculty will work with the career counselor to identify and offer enrichment programs and internships or paid employment with local businesses. Students who need personal guidance in meeting academic goals will be matched with a mentor.

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

Summer transition programs will be provided for students entering 9th grade. The type of session offered (pre-Algebra, science camps, enrichment, etc) will be determined by the site-based team based on the comprehensive needs assessment and student data.

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;

Credit recovery programs will be offered during extended day periods for students who have failed at least one semester of a core content subject. The classes will be taught by a certified teacher in the core content area. Curriculum and instruction will be tied to classroom TEKS and progress will be monitored.

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

The district will participate in the Early Warning Dropout System pilot sponsored by TEA. Administrators will attend training in August and webinars throughout the 2010-2011 school year to utilize the system.

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;

The Community Liaison/Parent Coordinator will develop the partnership between the school and community. The liaison will coordinate social services to ensure students and their families have basic needs met so that they can focus on academics. The liaison will also organize College Bound sessions and other adult education classes based on community needs. Community members and organizations will work with the liaison to offer services to parents. Each member of the school and community will be recruited to work toward meeting project goals.

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;

The Institute of Education Sciences Guide to Dropout Prevention recommend matching struggling students to an advisor to guide and support them through school. The site based Campus Improvement Team will investigate restructuring the school day to allow an advisory period.

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;

Celina High School implements a program to support positive student behavior. The Campus Improvement Team will use the results of the comprehensive needs assessment to determine if a system of positive behavioral supports is warranted at the high school. At least three programs will be evaluated.

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

NA

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;

NA

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

NA

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	Conduct needs assessment and receive technical assistance & related support from SIRC/ESC Reg XIII; attend trainings	9/2010	6/2013
	B	Establish curriculum alignment process & resources; provide electronic curriculum management system	10/2010	3/1/2011
	C	Establish progress monitoring process; provide electronic resources to test, analyze data, and link to instruction	10/2010	5/2013
2	A	Establish a process & provide training for utilizing data to drive instruction; Hire Remediation Curric Coach & Science and Math Intervention Specialists to support RTI reform.	8/2010	5/2013
	B	Hire coaches; Promote continuous use data to differentiate instruction; work with teachers to create 90 day plans	8/2010	5/2013
	C	Provide extended day meetings with coaches weekly for educators to discuss data and utilize the results	1/2011	5/2013
3	A	Provide ongoing, high-quality professional development for school leaders through SIRC and core content consultants	9/2010	5/2013
	B	Establish and provide district support for operational flexibility in staffing, schedules, etc as recom by CIT/TTIPS	1/2011	6/2013
	C	Use rigorous, transparent, and equitable evaluation systems & reward participants achieving academic goals/grad rates	5/2011	6/2013
4	A	Provide credit recovery and tutorial programs during extended learning time sessions and monitor progress	1/2011	5/2013
	B	Use flexible schedules/staffing to provide extended day sessions; include double blocked classes; purchase technology and instructional resources	8/2010	6/2013
	C	Provide core content teachers extended day collaborative meeting time to analyze data and plan for instruction	1/2011	5/2013
5	A	Require and provide activities to support parent input in the development of personal graduation plans	1/2011	5/2013
	B	Establish a series of "College Bound" events for families to learn about careers and college entrance and degrees.	1/2011	5/2013
	C	Hire Parent/Community Liaison to organize adult education, coordinate social services, and oversee mentoring program.	10/2010	5/2013
6	A	Investigate positive behavior support programs to increase student engagement in school, establish mentoring prog.	9/2010	1/2011
	B	Establish industry cert & dual credit courses in career field to link school with career. Hire Mentor/Career Liaison	9/2010	8/2011
	C	Provide enrichment activities, career exploration and college bound activities coordinated by the Parent/Com Liaison	9/2010	6/2013
7	A	Develop evaluation systems for teachers and staff that measure growth associated with project goals including	9/2010	6/2011
	B	Provide staff ongoing, high-quality job-embedded prof dev including workshops, conferences, online, coaching, etc.	9/2010	6/2013
	C	Identify & reward teachers & staff who in implementing this model have increased student achievement & HS grad rates	1/2011	5/2013

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.

